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**National Evaluation of the PEACE
Investigative Interviewing Course**

Police Research Award Scheme

Report No: PRAS/149

Colin Clarke

Metropolitan Police Service

And

Dr Rebecca Milne

Institute of Criminal Justice Studies

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This research was funded by the Home Office under the Police Research Award Scheme. However, the views expressed in this document are those of the authors and not the Home Office or Metropolitan Police Service.

Acknowledgements

The research discussed in this report has taken a considerable time and those colleagues who have waited patiently for its publication, we thank you! Whilst only the authors names are given on the cover we both acknowledge that without the help of a large number of colleagues this research would not have been possible. First of all we would both like to thank the Chief Constables of Bedfordshire Police, Devon and Cornwall Constabulary, Dyfed-Powis Police, Gloucestershire Police, South Yorkshire Police together with the Commissioner of the Metropolitan Police Service for providing data with which to conduct this evaluation. We are particularly grateful to our liaison officers within these forces for their tireless help in obtaining the data and getting it to us for analysis.

Having obtained the data in the form of interview recordings they needed to be evaluated and this was undertaken by a group of colleagues across England and Wales. Without the dedication of these people it would have been almost impossible for the authors to assess so many interviews. Once the data was assessed and evaluated these and other colleagues provided valuable observations and feedback on drafts of this report. We would like to mention, Ray Bull, University of Portsmouth, Sheila James, National Crime Squad, John Jones, National Police Training, Peter Jones, The Home Office, Kerry Marlow, South Wales Police and Kevin Smith, National Crime Faculty for their comments on the final draft.

Finally, this research has not been conducted by the authors in isolation. Over the past three years we have discussed our evaluation of PEACE with colleagues who hold a range of posts within the police service and academia. These discussions have provided us with valuable advice and ideas without which we could not have completed the work. To one and all – we thank you.

Colin Clarke
Rebecca Milne
April 2001

MANAGEMENT SUMMARY

In 1993 The Home Office recommended to chief officers of police a National training package concerning investigative interviewing which constituted the PEACE model. The training was designed for officers with five to ten years experience however, it was held in such high regard, that it was eventually rolled out to all operational police officers in England and Wales. The training included tuition and practice for interviewing witnesses, victims and suspects of crime. In addition, provision was made to continue development in the workplace through assessment and supervision of interviews with suspects. It has been said that there have been few comparable exercises on such a large scale within the police service. For example, by the time this evaluation started about 70% of officers in England and Wales had been trained (some forces had all staff trained) and 49% of forces had a supervision of interviewing policy in place.

By 1998 a number of individual internal studies had been conducted which indicated that PEACE training was not having the impact in the workplace that it was originally thought to have. In addition, there was some indication that the supervision of interviews was not working and no assessment had been made of how witness and victim interviews were being conducted in the field. Using a sample from six police forces this evaluation therefore set out to examine the following questions:

- What is the impact of PEACE training on interviewing skills for use with suspects,
- What is the impact of supervision on interviewing skills for use with suspects, and
- What is the impact of PEACE training on the interviewing skills for use with victims and witnesses.

One hundred and seventy seven interviews with suspects from six forces across England and Wales were evaluated by police officers skilled in the PEACE model. Overall an improvement was seen in interviewing behaviour when compared with previous criticisms, especially with regards to the provision of legal requirements and the use of questions. However, many of the basic communication skills (e.g. listening) taught on the course were rated low. Indeed ten per cent of the interviews evaluated were considered as possibly breaching PACE. The only real difference between trained and untrained officers was interview length (although it is unlikely that the untrained sample was naive of PEACE). On a brighter note supervision was found to be associated with improved interviewing even when its implementation was not enforced. The resulting recommendations are that:

- Interview plans should become a requirement for all interviews,
- Refresher training should concentrate on obtaining and testing an interviewee's account, and
- The aide memoir for interviewing suspects be updated to include an appropriate closure.

For the first time a sample of witness and victim interviews were audio recorded for analysis during this research. This resulted in fifty-eight interviews concerning volume crime and seventeen concerning serious crime (murder) being evaluated. The overall standard of these interviews was poor with no evidence of the techniques for enhancing witness recall being used. In fact, raters deemed the interviewing of witnesses and victims to be poorer than that of suspects. The volume crime interviews were in fact statement taking exercises and not interviews all. There were no differences as a function of whether or not the interviewer was trained, although supervision did have an impact on performance even though presently witness and victim interviews are not themselves the subject of such policies, nor are they regularly assessed. However, when time was afforded to officers (e.g. serious crimes) these interviews were rated at a higher standard. With the advent of video recording in mind and the fact that a proportion of witness and victims interviews in the near future will be open to public scrutiny (see Speaking up for Justice) it was recommended that:

- An aide memoir card be developed for opening and closing interviews with victims and witnesses,
- Guidelines be developed for dealing with instances where adult interviewees are initially witnesses and then become suspects,
- Refresher training concentrate on the skills/ techniques which help aid recall (e.g. Cognitive Interview),
- The service take this opportunity to start recording all interviews with witnesses and victims who have 'event relevant' information,
- Witness and victim interviews be conducted at a police station where ever possible, and
- Research be conducted to establish the number and type of witness and victim interviews conducted by police officers.

With most officers now trained in PEACE it is time to look to the future of interviewing within the police service. A modular approach to interview training taking a career

span view is proposed. Such training needs to include structures for development in the work place and be supported by supervision. However, it is recognised that supervisors already have a heavy workload and not all staff will require the same level of interview training. Therefore, the following recommendations have been proposed with regards to training and supervision:

- Future training design incorporates advice and structures to aid effective transference to the workplace,
- The four tier framework for investigative interviewing training be adopted by the service,
- That psychometric tests be identified to help focus training on the needs of the individual,
- A National policy on the supervision of investigative interviews (including witnesses, victims and suspects) be developed and agreed by ACPO,
- Further research be conducted into the possibility of interview supervision being conducted by the most suitably qualified officers – including constables, and
- The supervision instrument using behavioural anchors for assessment of interviews be further developed for use in the assessment of all interviews.

Finally, it is acknowledged that although this is the most wide ranging evaluation of PEACE to date, it was not the first. Unfortunately, concerns highlighted in previous studies do not seem to have been incorporated into the management or training of investigative interviewing. In addition, it is difficult to convince police managers of the value of interviewing training, in part because there is currently no method of measuring its impact on performance. Recommendations are thus that:

- The structures and processes for identifying and learning from research be developed further to ensure that it is used in a timely manner, and
- Performance indicators be developed so that the impact of interviewing can be measured.

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1.1 The background to PEACE interviewing

Criticisms of police interviewing skills have been well documented. In Britain the watershed was probably John Baldwin's (1992) enquiry for the Home Office. After listening to four hundred interviews of suspects from four separate police forces he concluded that "interviewing is a hit and miss affair" (p14) with just over a third of interviews being conducted not very well or poorly. The main weaknesses were identified as being a:

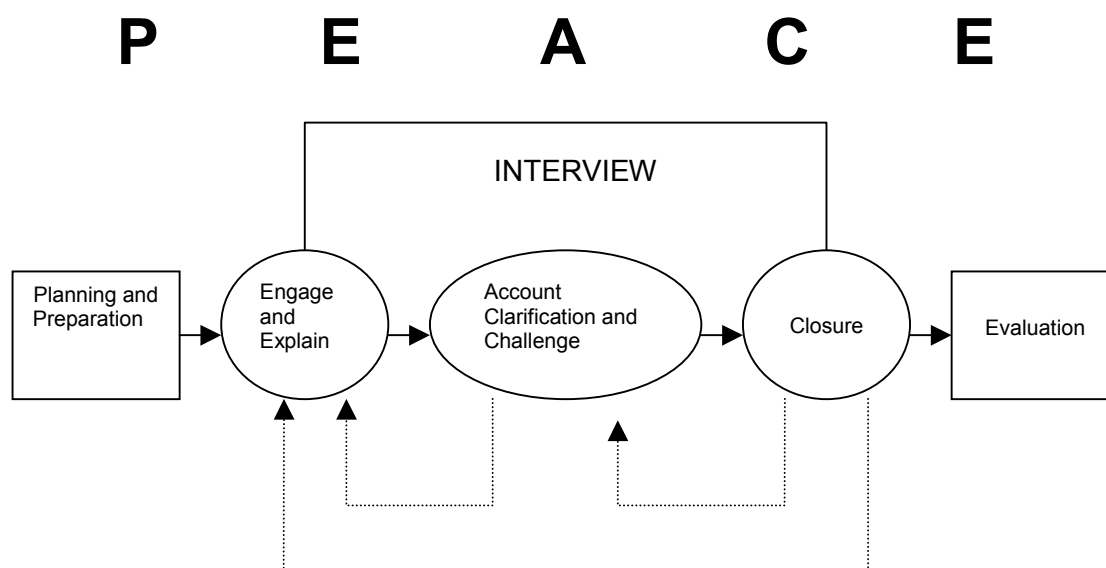
- (i) lack of preparation;
- (ii) general ineptitude;
- (iii) poor technique;
- (iv) assumption of guilt;
- (v) unduly repetitive;
- (vi) persistent or laboured questioning;
- (vii) failure to establish relevant facts and;
- (viii) exertion of too much pressure.

The response of the police service to this research and a growing criticism from the judiciary came in the form of an interview model, PEACE, together with a five-day experiential course. In addition, every officer was issued with two booklets explaining PEACE interviewing (CPTU, Harrogate, 1993, A & B). Both the model and the course covered the interviewing of witnesses, victims and suspects using either Conversation Management or the Cognitive Interview. PEACE being a mnemonic for:

- P - Planning and preparation,
- E - Engage and explain,
- A - Account,
- C - Closure and,
- E - Evaluation (of the interview and the interviewer's performance).

PEACE provides a framework for interviewing in any situation, with Conversation Management or the Cognitive Interview being used to facilitate the production of a detailed account. This is best shown with the diagram provided in the Practical Guide To Investigate Interviewing (NCF, 2000, p27) see figure 1.1.

Figure 1.1 Illustrating the PEACE model of interviewing.



Having developed training for the PEACE method of interviewing, the development team sought to ensure it improved interviewing skills before it was released for service wide use. McGurk and colleagues (McGurk, Carr and McGurk, 1993) were asked to evaluate the impact of PEACE training on interview performance. They claim to have found that the training improved both knowledge and skill. With this endorsement, the Home Office recommended PEACE training to all Chief Officers of police and a mammoth training commitment was undertaken by the police service in England and Wales.

In order to ensure that PEACE training remained up to date a review was conducted by the police service in late 1994. The purpose was to ensure that changes in the law and the experience of teaching PEACE were incorporated into the training. This resulted in a number of changes to the course material. First of all guidance was provided on how to incorporate new legal requirements into the interview process. Secondly the terms Conversation Management and Cognitive Interview were removed from the material in an effort to reduce the number of labels being used (though they have been retained in this report for ease of understanding). This resulted in a smaller set of basic skills being identified in order to reduce the complexity of what was, after all, meant to be basic training. Finally, the principles of investigative interviewing (see Appendix A) developed by The Association of Chief Police Officers (ACPO) and the Home Office (Home Office Circular No22, 1992) were given prominence in the training material.

As a result of these changes the two booklets that accompanied the course were revised and developed into one volume: *The Practical Guide to Investigative Interviewing* (NPT, 1996). Since 1996 there have been two further revisions of the guide to take account of training experience and further change to the law (NPT, 1998/ 2000). It must be noted though that the training course itself has not been changed in format since it was introduced in 1993.

Since McGurk et al's (1993) evaluation there has been a growing number of in-house research studies evaluating the impact of PEACE training. Most of these studies fall into one of three distinct types: (i) the evaluation of interviews with suspects; (ii) surveys of staff by questionnaire and semi-structured interview; and (iii) combination studies using both evaluation and survey methods. These research studies considered issues such as interviewing skills, interview supervision and the implementation of policy. A summary of the research (the majority of which is unpublished) will now be given.

1.2 Interviewing skills

As mentioned above, to examine the impact of PEACE training on interviewing practice McGurk *et al* (1993) carried out an evaluation of the training before it was rolled out to the service. They compared the skills and knowledge of forty-six officers, at four locations, before and after PEACE training with a control group (matched for age, work location and length of service) who received no training. The assessment took the form of: (i) knowledge tests before, immediately after and six months later; (ii) simulated interviews with suspects and witnesses before and after training, plus a simulated interview six months after the training; and (iii) real interviews with suspects prior to training and six months after training (for a subset of the participants).

The knowledge test demonstrated an improvement for the trained group, which was sustained over a six month period. Simulated interviews of witnesses by the trained group also presented an improvement on a range of skills, except for the interviewer's ability to cover the 'points to prove' an offence. A similar pattern emerged with both the simulated and real life interviews of suspects. The only area where no improvement was found was in the closure of an interview, which could not

be assessed from the simulated interviews due to time constraints of the role play exercises.

These findings were very encouraging and PEACE training was rolled out to the service. However, as with most research projects the structure of the study must be considered. Firstly, it was not possible for McGurk *et al* to evaluate the impact of PEACE training on actual witness and victim interviews, and therefore we do not know whether these skills transfer to the workplace. More importantly, the officers involved in the evaluation would have been aware of its importance and therefore may have been more motivated to implement its use in the workplace. In fact, both the control and trained groups may have had above average interviewing skills as McGurk *et al* (1993, p23) noted themselves; “Communication skills were at a comparatively high level for both groups, both before and after the course.”

Since this initial evaluation a number of researchers have examined the effectiveness of PEACE training within their own forces. Hall (1997) conducted a combination study in Lancashire Constabulary. The sample consisted of 60 interviews with suspects recorded by officers at six locations. Half of the interviewers were trained and the other half untrained; though 20% of the original untrained sample had no recent interview available for assessment and interviews were drawn from a wider selection of officers to make up the requisite number for analysis. Hall rated the interviews (on five levels of competence, from ‘high skill’ to ‘poor’) for the extent to which the skills taught during the PEACE course were applied in practice. Unfortunately, this was not a blind rating as the rater was aware of which interviews were conducted by trained or untrained officers; which could have biased the ratings. Assessments concentrated on the engage and explain, account and closure phases of the PEACE model of interviewing. It was found that training does appear to have an effect on skills level with a third of the trained officers being rated as ‘high skill’ or ‘skilled’, another third as ‘average’ and the remaining third as ‘less skilled’ or ‘poor’. In contrast over two thirds of untrained officers were rated as ‘less skilled’ or ‘poor’ and only one untrained interviewer was rated as ‘skilled’ (see table 1.1).

Table 1.1 Training by skills level - Hall (1997)

	High skill	Skilled	Average	Less skilled	Poor
Trained	3 (10%)	7 (23%)	10 (33%)	9 (31%)	1 (3%)
Untrained		1 (3%)	6 (20%)	11 (37%)	12 (40%)

From these ratings Hall then discussed particular skills that were present or found to be missing from interviews at differing levels of skill and training. For 'skilled officers', only 50% of trained officers explained the caution satisfactorily whereas the untrained officer didn't explain the caution at all. Nevertheless, an explanation of the interviewee's access to legal advice, good opening questions, providing summaries and evidence of planning and preparation, were all present in interviews rated as 'skilled'. Of the officers who were rated as 'average', 50% of those trained explained the caution though not always clearly. These trained officers also conducted longer interviews, 12.8 minutes as opposed to 9.6 minutes for untrained officers. Otherwise trained and untrained interviewers performed similarly with explanations of the right to free legal advice being reasonable but the structure of the interview and summaries of the information provided by the interviewee were limited. Roles were only explained when a legal advisor was present.

For those rated as being 'less skilful' there was no difference between officers who were PEACE trained and those who were untrained. The caution was explained by only one trained and one untrained officer, no explanation was given of people's roles and no rapport building was attempted. Access to legal advice was not fully covered, the interview lacked depth and structure with little probing or challenging. This was reflected in the use of predominantly closed or leading questions (Milne & Bull, 1999). With those officers deemed to be 'poorly skilled' there was, again, no difference between those who were trained and those untrained. Neither the caution or people's roles were explained, the right to legal advice was poorly covered or omitted completely. The interviews lacked structure, contained poor questioning, and had no real challenges.

Hall also administered a questionnaire to all officers who had had an interview assessed. The purpose of the questionnaire was to identify the importance that officers gave to PEACE and the extent to which it was considered by them to be used. Of the trained officers, 85% reported using PEACE, though only 16% said that they planned interviews (13% for untrained officers). Interestingly over 90% of trained and untrained interviewers saw rapport building as important, though the author found no evidence of it in any of the interviews!

It was concluded that substantial numbers of officers were not actually conducting interviews (as such) at all and that not all of those who go through interview training become skilled. In view of this Hall suggested that the PEACE course should be reduced in length by removing the practical exercises to allow for larger class sizes and a shorter course. This is contrary to the usual guidance for skills training, which advocates smaller classes and as much practice as possible. Hall's conclusion also implies that training is the only factor in the acquisition of new skills and ignores the importance of a supportive workplace environment to put new skills into practice after training.

Two years later and using a similar combined methodology Rigg (1999) examined the extent to which officers in Northumbria used specific elements of the PEACE model. On this occasion the focus was on trained officers, with questionnaires being sent to 433 uniform constables (52% response rate) followed by an examination of 66 interviews with suspects. Most respondents reported that PEACE was useful as it provides a structure and increases thoroughness, though others pointed out that PEACE interviews take longer and two officers to conduct the interviews are rarely available. Interestingly most of the tapes assessed for this study involved two interviewers!

In response to the questionnaire all officers seemed to indicate that some 'Planning and Preparation' for an interview was conducted, particularly with regards to examining statements, checking intelligence, the Police National Computer (PNC) and outstanding warrants, plus the identification of offences. However, over twenty percent of respondents said they rarely or never examined the custody record, considered relevant times or reviews, considered welfare of appropriate adult/interpreter, wrote down the interview objectives or considered the welfare of the suspect (Rigg, 1999). To establish 'Rapport' officers reported that they talked to the interviewee about unrelated matters (25%), making sure the interviewee was aware that the investigating officer was looking after his/ her needs (16%), providing cigarettes (13%), and being fair (17%). Fully explaining the procedures that were happening represented less than 1% (n = 2) of the responses. Conversely during 'Engage and Explain' 88% of respondents indicated that they always or almost always explained how the interview was going to be conducted and explained why the suspect had been arrested (99.6% of respondents).

However, a subsequent evaluation of **actual** interviews with suspects (Rigg did not assess skill level) conducted by officers from the same sample identified a different pattern of behaviour. Whilst many respondents (88%) reported that they explained why the interview was being conducted two thirds (66%) of the interviews examined found little or no evidence of this. Similarly, nearly all officers (99%) reported explaining the reason for arrest, whereas in just under half of the interviews assessed (49%) such information was not given or only minimal information was supplied.

Overall, Rigg found that officers were complying with the legal requirements such as;

- (i) identifying self and role;
- (ii) providing, time, date, location;
- (iii) explaining the caution;
- (iv) reminding of right to legal advice, and
- (v) ensuring exhibits were available.

However, an aide memoir sheet prompts the interviewer for most of this information.

Whereas the skills which were found to be less well displayed included;

- (i) failing to explain how the interview is to be conducted;
- (ii) failure to explain tape process;
- (iii) failing to remind the suspect of significant statements;
- (iv) failing to tell the suspect why they have been arrested;
- (v) not asking why the suspect declines solicitor;
- (vi) failing to obtain an appropriate number of recalls;
- (vii) not summarising;
- (viii) not placing, the suspect's account into sections, and
- (ix) not reviewing the suspect's account.

Many of these skills involve the actual structure of the interview itself.

As a result of his evaluation Rigg highlighted a number of issues. The first, being that basic principles of PEACE are not being applied. 'Planning and Preparation' is not as comprehensive as it should be and in view of the disparity between what officers say they do (questionnaire responses) and their actual behaviour (based on interview assessments), it is probably minimal. Officers are not getting the idea that 'Engage and Explain' is in fact part of the rapport building process. Whilst another problem is flexibility. Many officers believed that two police officers are required for a PEACE interview and, in addition, that such interviews are too complex and/or time

consuming for simple jobs. Consequently, suspects are not always being given the opportunity to give their account.

In Cambridgeshire, an external consultancy group (Collier and Styles-Power, 1998) assessed the use of PEACE interviewing in the workplace through a questionnaire survey. Questionnaires were sent to a sample of 80 trained and 80 untrained officers; both constables and sergeants. The response rate was 43% (62) for the constables and 100% (15) for the sergeants. However, of the trained respondents 43%(12) were support staff. Trained officers again reported that PEACE was difficult to implement (primarily due to lack of time) and that two officers were rarely available to conduct the interview in rural areas. Most officers felt planning was not necessary as jobs were usually trivial. Constables (in patrol roles) indicated that they were constantly pressured to complete interviews quickly, though supervisors reported that no time constraints were placed on interviews. Once again the rigid need for two officers to conduct an interview and the belief that PEACE interviews are longer, demonstrate a similar inflexible approach to PEACE to that found by Rigg (1999). There were exceptions to these views though. Traffic officers and officers taking calls from the public were found to be willing to adapt the model, finding it useful for obtaining reliable information.

These studies are just an example of the many that have been conducted throughout Britain since the introduction of PEACE. Other research includes Ogden (1994) conducted in Wiltshire, Paisley (1998) conducted in Bedfordshire, and Bearchall (1999) conducted with the Metropolitan Police Service. The findings overall seem to suggest that despite McGurk et al's (1993) original positive evaluation, many officers are not using the structure provided by PEACE, especially with regard to: (i) explaining the caution, (ii) explaining the interview purpose, (iii) a structured examination of the account, and (iv) using summaries. This is despite questionnaire surveys where the responses indicate that PEACE is being used and seen as useful.

Generally officers appear to be viewing the PEACE framework as an inflexible tool. In particular they see it as requiring two officers to conduct an interview, taking more time, and as being impractical for what are described as 'trivial' offences. Though whether this is real or perceived is unclear. However, other officers (e.g. traffic officers in Cambridgeshire) seem to be effectively adapting the PEACE structure. Collier and Styles-Power (1998) rightly highlight the fact that the communication skills

taught on the PEACE course are valuable in a range of circumstances. They suggest that samples of non-crime material be incorporated into the course to emphasise the wider application of PEACE skills.

There are two things to note at this point of the report. The first is that all of the studies mentioned above have concentrated on interviews with suspects, and as pointed out above the PEACE framework was developed for all investigative interviews, including those with victims and witnesses. There is little in the way of research examining interviews with victims and witnesses post PEACE despite officers indicating that their information is crucial to an investigation (Kebbell and Milne, 1998). Prior to PEACE there was a wealth of research into the effectiveness of the Cognitive Interview (CI) in the USA and Britain (Koehnken, Milne, Memon and Bull, 1999, provides a meta-analysis of the research). Research also demonstrated that the CI enhances recall of 'real' life witnesses and victims of crime. However, these (field) studies used selected officers who were trained by the researchers and did not examine the effectiveness/ applicability of the CI as a result of police training programs.

In 1991 McLean (1992) examined 16 interviews with witnesses and victims, and summarised his findings as (p48):

“... the style of investigative interviewing tended to be directive with a very high proportion of counter-productive questions; the interviewer sharing too much of the talking, rapidly changing topics and ruthlessly editing information offered into a reduced form produced for plausibility rather than factual truth. Comparison of interview style and content with taped suspect interviews indicated that Police Officers do not interview witnesses in a similar way to suspects. Indeed, the treatment of witnesses appears far worse.”

This is an appalling indictment on the police interviewing of witnesses and victims of crime, pre PEACE. However, PEACE training addresses these issues and trained officers should demonstrate an improved style of interviewing. Whether the training does this in practice is difficult to determine because, unlike interviews with suspects, interviews with victims and witnesses are not routinely recorded. It is therefore difficult to determine what actually occurs during these interviews. Questionnaire survey's (Kebbell, Milne and Wagstaff, 1999 and McMillan, 1997) and a small diary

study (Longford, 1996) examining officers' views and behaviour after a PEACE course found that officers perceived PEACE and specifically the CI to be a useful practical tool. Though whether this can be taken as a sign of its use is debatable due to the disparity between what officers do and what they say they do. In fact Croft (1995) suggests that officers are reluctant to use the CI when interviewing victims and witnesses as they perceive it to be time consuming. This results in it being used primarily for more serious offences.

Recent changes in the guidance for conducting interviews of victims and significant witnesses to serious crime (NCF, 1999) have resulted in the recording of a number of interviews with victims and witnesses. One small-scale study by Daniell (1999) examined seven such interviews. As a result of her analysis she concluded that (p60):

“...witness interviews are more than a naked search for the truth and more of a quest to prove what the officer knows to be true and gain sufficient information for the prosecution of the accused. Officers are liable to bending the truth in accordance with other accounts to this end. Free recall, amongst others, has been found to be indicative of quality, non-directive interviews, although the resulting statements still remain a far cry from the whole truth as presented by the witness, not as seen by the officer. Even quality interviewers can not be relied upon to produce a reflective account of what has happened. Conversely, they are more likely to distort the facts presented to them.”

With such a small sample it is dangerous to suggest that these findings apply to most or all interviews with victims and witnesses. However, taken together with McLean's work this does seem to indicate that there may well be a pattern of poor practice when interviewing and presenting the information of witnesses and victims. What is clear is that a larger scale study is needed to obtain a better understanding of what is happening during and after these interviews. Particularly with the expected increase in recording of victim and witness interviews as a result of ACPO guidance in the Murder Investigation Manual (NCF, 1999) and the implications of the new Youth Justice and Criminal Evidence Act, 1999.

The second point is that it is imperative to remember that training alone will not ensure a change of behaviour. In order for new skills to be used in the workplace there must be a workplace environment that is supportive of using the new skills. This includes workplace supervision of interviewing.

1.3 Interview supervision

The importance of workplace supervision was acknowledged at the time PEACE was developed. Shortly after the McGurk *et al* (1993) evaluation Stockdale (1993) considered the question of interview management and supervision, in particular “the most practical way of ensuring that police supervisors and managers [operate] effective quality control of interviewing” (p4). Stockdale highlighted the role of the organisation (p37) in developing skills as: “(i) supporting new behaviours in the workplace; (ii) changing organisational structures; and (iii) creating and maintaining conditions which will allow the delivery of quality interviews.” Interviewing policies and procedures together with police management practices were examined after which she concluded that, “There was a consensual view that the issue of supervision and development of junior officers had long been a problem and must be addressed” (p26).

To facilitate the assessment of interviews ten performance indicators (PI) were developed. These PI's were to be informed by direct supervision and tape monitoring which, it was recommended, needed the development of a tape selection methodology and a sampling strategy. Finally, Stockdale discussed the need to train supervisors for the task of supervision and tape monitoring, recommending that a distance learning package be developed. These recommendations were accepted and a distance learning package for the supervision of interviews developed. However, the police service had mixed views on the implementation of supervision due to perceived problems of disclosing supervision reports to the defence when a case goes for trial. One view was that the provision of an interview evaluation to the defence was tantamount to doing their job for them! This was compounded by worries about the validity of supervisors 'evaluations'. Whilst the other view (and that of the authors) is that supervision provides an opportunity for the police service to identify any potential interview problems before trial, rather than being surprised in court. More importantly it is a valuable and an essential tool for the development of appropriate interview skills. Interview supervision is one of the main components of the 'E' in PEACE - **Evaluation**. Unfortunately, the conflicting views of Chief Constables (with regards to interview assessments damaging a case in court)

resulted in few forces taking up the suggestions and recommendations for workplace supervision.

Within 18 months of Stockdale's report, police forces were questioning the impact of PEACE training on officers performance in the workplace. Bedfordshire Police had their PEACE training program examined by external management consultants (Elliston, 1995). Structured interviews were conducted with a sample of staff and the findings highlighted a variety of issues that are remarkably similar to those of Stockdale. It was concluded that new skills take time to master and change on the scale of introducing a single interviewing framework for the police, needs to be managed. Staff who already complain of competing demands for their time (real or perceived), need encouragement to practise new skills. To facilitate the use of the new PEACE interviewing skills into the workplace it was recommended that;

- (i) an implementation strategy be developed,
- (ii) officers at all levels be briefed,
- (iii) supervisors should be trained first,
- (iv) supervisors must create an environment which encourages the use of PEACE,
- (v) interviews should be supervised, and
- (vi) sergeants' and inspectors' performance should be measured by objectives.

Four years later Collier and Styles-Power (1998), in Cambridgeshire also found that most officers failed to use their new skills due to constraints of time and resources, (whether real or perceived) in the workplace. Supervisors questioned about supervision indicated that they had received no training on how to supervise interviews. Although, just over half of these sergeants reported sitting in on interviews and one officer said they listened to tapes. Having said this 57% (16) of the trained constables who responded to the questionnaire (all operational officers) reported not having received any feedback regarding their interviewing performance. Only two respondents reported receiving feedback in line with that reported by the trained supervisors. Once again it is difficult to determine what is actually happening.

Collier and Styles-Power (1998) also identified the need to provide an appropriate environment for the implementation of interviewing skills, in particular that the support and guidance of supervisors must be available. This is in line with current research (e.g. Ottoson, 1997; Broad & Newstrom, 1995) on training transference, which places

considerable emphasis on the extent to which the operational environment supports the use of new skills. Of course, to achieve an appropriate level of support, additional training for supervisors may be necessary to equip them with the skills needed to support their staff. Stevens (1998) sought to examine the success of developing interview skills through supervision. Using a mixture of questionnaire and semi-structured interviews he sought the views of constables, sergeants and managers in Humberside Police regarding the effectiveness of their interview supervision program. Information was gathered with regard to: (i) where officers were trained; (ii) their role and view of PEACE interviewing; (iii) the extent to which they used the model and its effectiveness, and (iv) the frequency and quality of feedback and the priority they put on the feedback process. Similar data were sought from sergeants, together with whether or not they had received training on the supervision of interviews, their desire to provide feedback, and what they thought they or their staff had learnt from the process. Questionnaires were sent to 323 constables and 64 sergeants at two sites, the response rate was 49.54% and 40.63% respectively.

Only 22% of constables who responded (and had recently interviewed) had received any supervision of their interviews. Most (58%) did not give supervision of their interviews a priority. However, 54% felt there was some benefit to the process whilst 46% believed they had not learnt from the process at all. Semi-structured interviews were conducted with a small sample of constables (23) most of whom were positive about the supervision process. However, the experience was different depending on the supervisor, some supervisors were seen as having a poor knowledge of PEACE and/ or skill in confronting difficult issues. Problems were also identified with choosing interviews for assessment as some supervisors left this to the officers to do this themselves. It was pointed out that officers will keep a 'good interview' for the next assessment and that some supervisors only assessed short interviews.

The responses from supervisors found that 42% of the sergeants had experienced PEACE training, though 35% (newly promoted officers) had not received supervision of interview training. Most of the respondents had monitored at least one interview in the preceding 6 months, though the priority they placed on the process varied. Only 31% gave interview supervision a high priority, whilst 15% gave it a low priority (long serving officers). A similar pattern emerged for actually conducting supervision. Despite this (except for one officer) supervisors believed their officers gained from supervision. The one officer who thought negatively about the process identified poor training in feedback and inconsistency due to individual interpretation of

PEACE, as being a problem. Consistency of feedback was also highlighted as a concern by other supervisors in response to different questions.

Semi-structured interviews were conducted with 10 sergeants, half of whom were trained to supervise interviews, two of whom mentioned the poor quality of the training. This group of sergeants rarely sat in during interviews and there was a belief by some that supervision of interviews either was not done or it was a paper exercise (half of them gave interview supervision a low priority). During the semi-structured interviews the seven supervisors confirmed that they left the choice of tape to the constables and that they preferred shorter tapes of interview. Half of the supervisors thought that the task was a chore, one felt that many just 'sign the form' (p83) whilst another felt there 'wasn't any commitment from the powers that be' (p83). Stevens made a number of recommendations including: (i) a clearer supervision policy; (ii) updating of Sergeant's job description; (iii) better training in interview supervision, and (iv) the inclusion of interviewing skills in officers' annual appraisal.

It is not only Stevens who has found this laissez faire attitude towards the supervision of interviews. Rigg (1999) found that 78% of the uniform constables surveyed had never or rarely received verbal feedback, 86% had never received written feedback, and 90% rarely or never reported a supervisor sitting in on an interview. This was in a force where the supervision of interviews was policy. He also recommended that interviewing skills should be assessed as part of an officer's annual appraisal (as did Paisley, 1998).

From these reports it is clear that both academics and consultants see interview supervision as a key element for the transference of new skills to the workplace. Not only does supervision aid the transference of skills, it is also an essential part of staff development, which according to Her Majesty's Inspector of Constabulary (1999) is a key management/ supervisory responsibility. Over the past three or four years an increasing number of police forces have implemented supervision of interview policies. However, despite the introduction of policy, the above research indicates that the supervision of interviews is not given a high priority by supervisors. If supervisors attribute a low priority to interview supervision, one must question the value placed on it by managers.

It is important to note at this time that all of the preceding discussion applies as much to interviews with victims and witnesses as it does to those with suspects. That is the skills necessary to interview victims and witnesses also need to be supported in the workplace, if they are to be used there. However, to date supervision has been focussed on interviews with suspects, probably because there is generally no record of those with victims and witnesses. The availability of interview records for victims and witnesses is likely to increase in the near future as a result of ACPO guidance and new legislation. Therefore, it is imperative to understand how such interviews are conducted and the effect of PEACE training on this part of the investigative process.

1.4 Interview policy and management

To date, two separate external reports (Elliston, 1995 and Collier & Styles-Power, 1998) have recommended that the importance of PEACE training should be acknowledged at command level.

Only Stevens (1998) actually spoke with managers to gauge their view of interview supervision, though in order to preserve anonymity of the interviewees their responses were synthesised. He found that senior divisional managers and ACPO officers appeared to be paying lip service to the supervision of interviews. No one takes unit commanders to task regarding interview supervision, thus they don't press their supervisors. Elliston (1995) said that 'Management' must be actively supportive of the new approach and be seen to "walk the talk" (p10). Research from occupational psychology (Moss and Martinko, 1998) has found that managers don't provide feedback unless "leaders' rewards are related to subordinate performance" (p270). From the studies examined here it seems likely that this finding can be extended to include not actively supporting a strategy (in this case interview supervision) unless it relates to their performance. Stevens (1998) found evidence in support of this and points out that as no one bothers the middle managers, they don't press the issue. One manager said it "is the sort of scheme that sergeants ought to be happy to take on board, but they don't. It is perhaps indicative of a wider malaise." (p85). Whilst another's view was "No-one is taking me to account for it, if I was I would be kicking ass,.. I don't think the force thinks there's any value in the policy"(p85). It seems that Elliston (1995) was correct when he wrote "if it doesn't get measured it doesn't get done" (p8). Forces clearly need to determine the value that they place on the supervision of interviews, and if they continue to believe it is important, demonstrate that they do.

1.5 Current Research

From the above review it can be seen that a great deal of time and effort has been put into training PEACE interviewing across the UK. Initial research evaluating the impact of PEACE training was positive (McGurk *et al*, 1993). However, subsequent studies appear to demonstrate that training isn't having much effect. The problem is that these studies all used different rating instruments, with only a limited comparison of interviews conducted by trained and untrained interviewers. All of the studies focussed on data from one police force, and not one of the studies examined interviews with witnesses or victims.

With regards to the supervision of interviewing the research indicates a growing awareness of its importance by police forces across Britain. This is clear by a growing number of forces introducing supervision policies. However, the provision of policy doesn't necessarily mean that supervision will be conducted. In fact research to date suggests that even with a policy in place the supervision of interviews in the workplace is patchy. What has not been determined is whether the supervision of interviews does actually facilitate the transference of skills to the workplace or improve interview practice.

The current research set out to address these questions and provide a more balanced evaluation of PEACE interview training across England and Wales. Using data from a representative sample of forces the objectives of the research were:

- (1) To identify good practice for the management and supervision of investigative interviewing.
- (2) To evaluate the extent to which PEACE interviewing techniques for suspect interviews have been incorporated into workplace practice.
- (3) To evaluate the extent to which PEACE interviewing techniques for victim and witness interviews have been incorporated into workplace practice.

This section of the report examines two studies conducted to identify how PEACE training has progressed, plus staff perceptions of the training and its use in the workplace.

2.1 A survey of PEACE training

Before conducting an evaluation of PEACE training across England and Wales, it was important to identify the current position of PEACE training, including the percentage of officers trained in PEACE interviewing. Qualitative data were therefore collected by conducting a questionnaire survey of all police forces in England and Wales.

2.1.1 Sample

In all 50 questionnaires were sent out to training managers of police forces across Britain during the summer of 1998 and 38 were returned, giving a response rate of 76%.

2.1.2 Questionnaire

The questionnaire was developed in consultation with the National Crime Faculty and consisted of 16 questions grouped into two broad categories (see Appendix A): (i) the PEACE Course, and; (ii) the supervision of interviews. A final question asked whether the recipients' force would like to assist with the evaluation project. In this way the current trends in PEACE training and supervision were identified, as well as possible locations for the collection of interviews for assessment in later phases of the project.

2.2 PEACE - Attitude Survey

In order to gauge the current attitude towards PEACE interviewing within the police service a survey was conducted using semi-structured interviews. In view of the large numbers of questionnaires being circulated to police officers, it was decided not to send questionnaires direct to officers as the response rate was likely to be very low. Therefore, a letter was placed in Police Review requesting officers to call the telephone number provided to give their view on PEACE interviewing. This, however, provided a very limited response. Subsequently, a telephone survey was

conducted by work placement students telephoning police stations across England and Wales and requesting that officers spend a few minutes to answer their questions.

2.2.1 Sample

The telephone survey resulted in twenty one responses from a range of officers throughout the service (see table 2.1).

Table 2.1 Survey sample

	Responses
Practitioners	15
Supervisors	7
Managers	2
Trainers	5

Practitioners included Constables and Sergeants who's role required them to conduct interviews with victims, witnesses and suspects. However, as can be seen from Table 2.1, even after an aggressive telephone campaign a low response rate was obtained.

2.2.2 Interview Format

The purpose of this survey was to determine practitioners', supervisors' and managers' attitudes towards PEACE and how this might affect their use of the protocol. Officers were asked what affected their use of PEACE, whether they had received workplace support to use it, and whether any of their interviews had been assessed. With supervisors and managers the questions focussed on the procedures that they use to encourage their staff to apply the PEACE framework. Semi-structured interviews were constructed for: (i) practitioners; (ii) supervisors; (iii) managers, and; (iv) trainers (copies can be found at Appendix D).

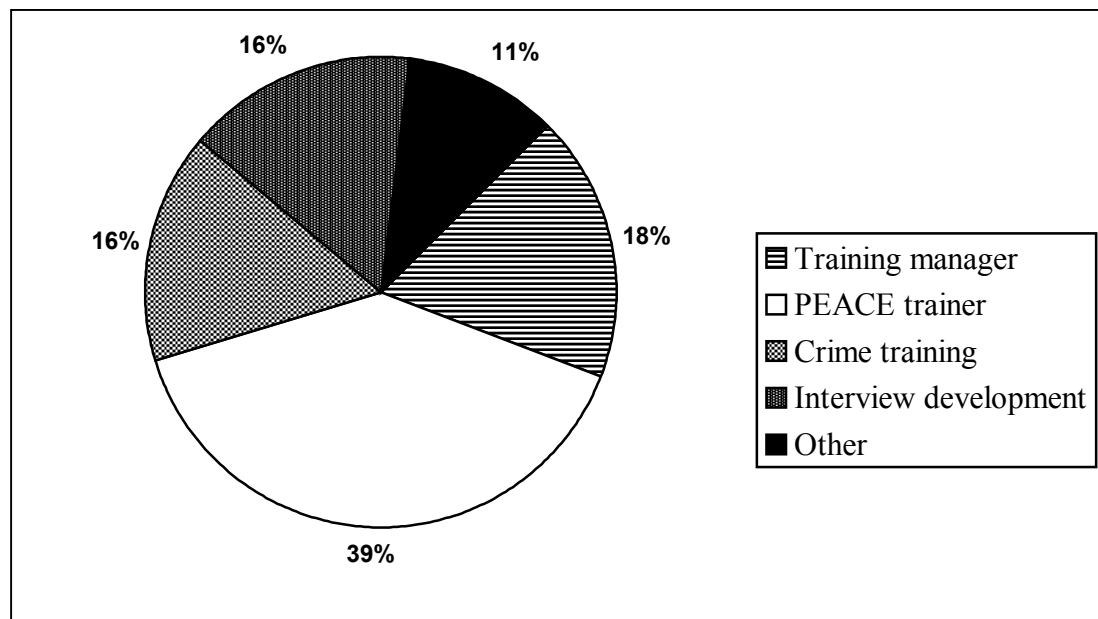
2.3 Results - PEACE training survey

This section of the results concerns the analysis of the Investigative Interviewing questionnaires, which were distributed to all training managers throughout all forces in England and Wales. The questionnaires concerned three main questions; (i) What form does PEACE training take across England and Wales?; (ii) How widespread is interview supervision across the country; and (iii) What form (if any) does supervision take? Each of these areas will be discussed in turn.

2.3.1 Who completed the questionnaires?

It was important to determine the expertise of the officer who completed the questionnaire in order to determine the validity of their responses. Figure 2.1 depicts the respondents and demonstrates that the respondents worked as PEACE trainers, the force training manager, or in crime training and interview development.

Figure 2.1 Depicting responders by role



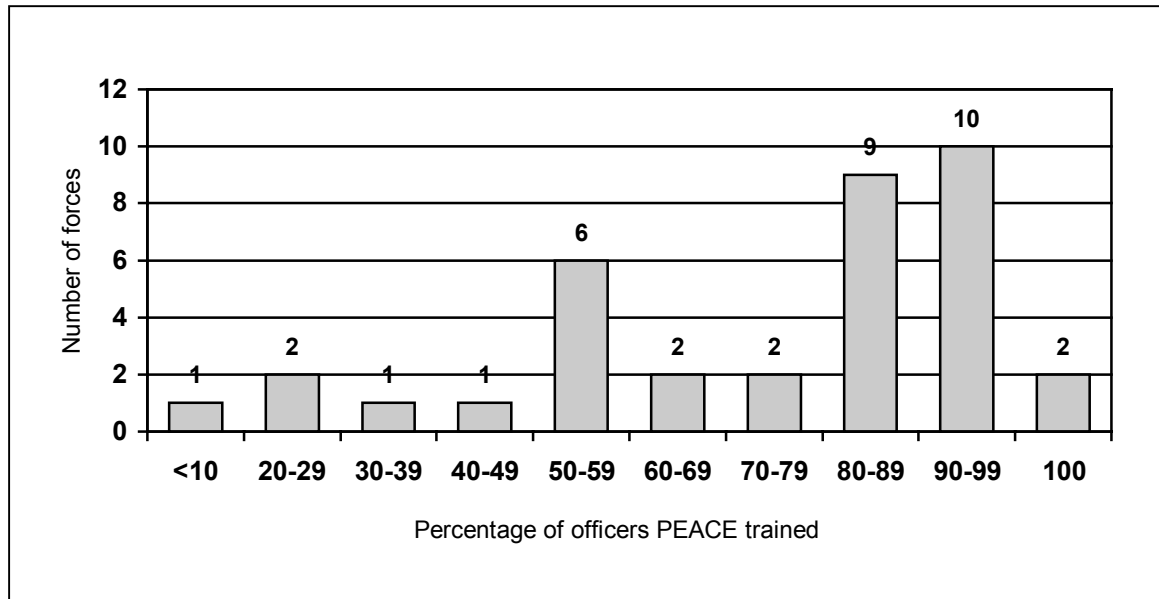
2.3.2 The format of PEACE training across England and Wales

Apart from identifying the percentage of officers trained it was thought necessary to determine what the PEACE training course entails across the country, as it is known that each force area has tailored the National package to its own regional requirements.

2.3.3 Percentage of officers PEACE trained

The responses indicated that the mean proportion of officers trained in PEACE in a police force was 70%, (i.e. of all 37 forces who responded to this question on average 70% of all officers were trained in PEACE at the date of completing the questionnaire). As can be seen from figure 2.2 the range was 5% to 100%, with 57% (n = 21) having 80% or more of their staff trained.

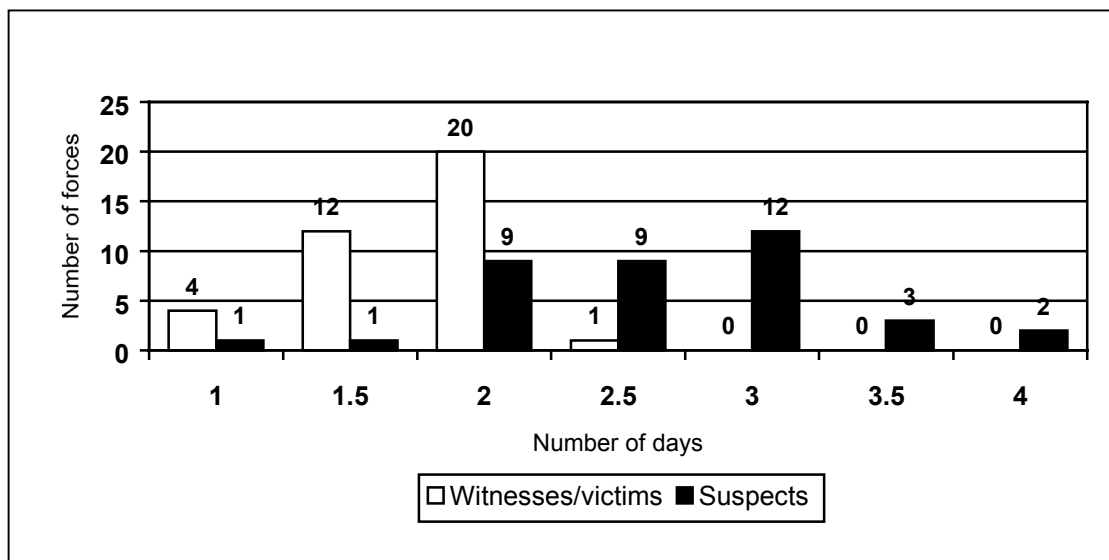
Figure 2.2 Depicts the distribution of the percentage of officers trained in PEACE across England and Wales.



2.3.4 The PEACE course

Seven of the forces conducted PEACE courses which were 4 days in duration, whereas the remaining (31) ran 5 day PEACE courses. It can be seen from figure 2.3 that more time is spent on the training of how to interview suspects. On average 2 days are spent on training the interviewing skills of witnesses/victims (range 1 - 2.5), in comparison to a mean of 3 days (range 1 - 4) spent on the skills necessary to interview suspects.

Figure 2.3 Showing time spent on the training of interview skills for witnesses/victims compared to the interviewing skills of suspects.



2.3.5 Selection criteria used for officers to attend a PEACE course.

Thirteen forces noted that all officers were put in for PEACE courses, eleven trained all operational officers, twelve specified rank, and two said that they did not have a criterion. Of those who specified rank one force noted PC (Supervisors), five forces specified PS/PC, five noted PI/PS/PC and one specified CI/PI/PS/PC. In addition, ten forces noted that a priority/needs system was in operation for selection. Two forces specified CID and two specified supervisors.

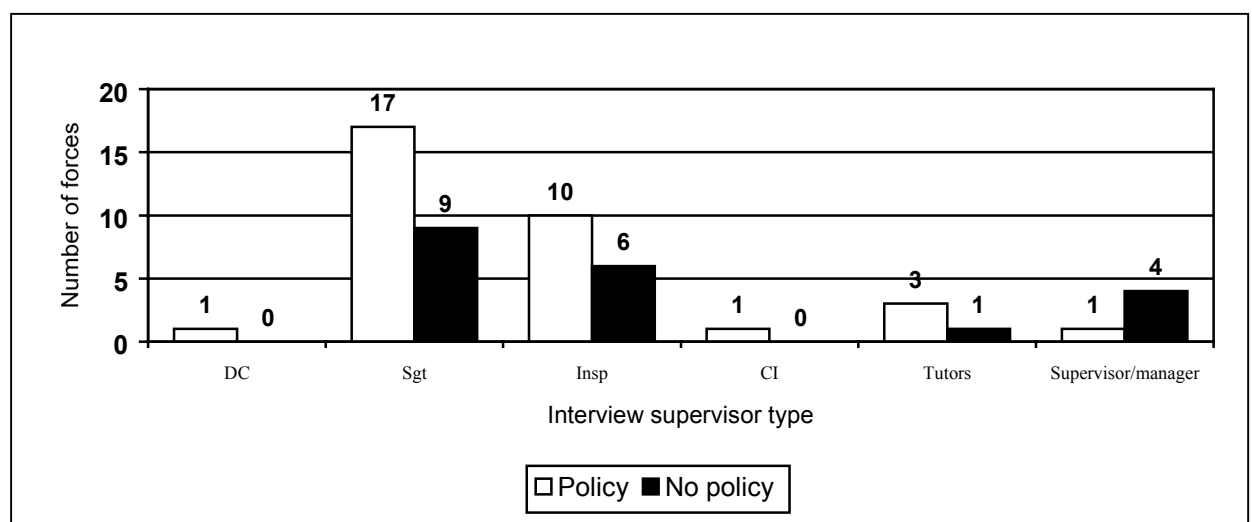
2.3.6 Forces with an interview supervision policy.

Eighteen (49%) of the responding forces had a supervision policy in place and nineteen (51%) did not. Of those forces which did not have a supervision policy, seven gave further information. Of these seven, two had a policy in preparation, three had a voluntary system and a policy under review, one used a discretionary system, one run a course for supervisors, and one mentioned no policy due to disclosure issues. It was noted, however, that of those who did not have a policy eleven reported that they were reviewing this.

2.3.7 Who are the supervisors?

Figure 2.4 depicts the rank of the officers who are conducting the supervision of interviews in England and Wales. Three forces with interview supervision policies mentioned that they train their supervisors. It can be seen that interview supervision is ranked based and the majority of supervisors are Sergeants (known to be the most demanding rank within the police service) followed by Inspectors.

Figure 2.4 Depicting the rank of interview supervisors.



2.3.8 Sampling rate for the supervision of interviews.

As can be seen from table 2.2 of those forces with no supervision policy (who sample) the majority used no fixed sampling rate and leave it up to the supervisors. Of those with a policy the majority use two interviews per officer per year followed by one interview per officer per year. However, overall there exists no standardised practice and the findings show that there exists great variability from force to force, with some using rates per officer and some rates per supervisor.

Table 2.2 To show rate of supervision per force

Rate of Supervision	Supervision Policy	No supervision
None	0	1
Random	0	7
1 per month	1	0
2 per month	1	0
1 per supervisor per month	0	1
2 per supervisor per month	2	0
1 per 6 police officers per month	1	0
2 per month per section	1	0
1 per police officer per year	3	0
2 per police officer per year	7	1
3 per police officer per year	1	0
4 per police officer per year	0	1
5 % per police officer	1	0
Sgt- 1 per 4 interviews	0	1

2.3.9 Type of interviews being assessed.

The type of interviews being assessed as part of supervision across England and Wales, was another area of interest. Twenty-nine forces examine interviews of live cases, two did not. In addition, twenty-three forces examine completed cases, whereas five did not. Respondents were also asked whether forces examine interviews of witnesses and victims as well as those of suspects as part of the supervision policy. It was found that the majority only examine interviews with suspects (33). Although ten indicated they examine interviews with victims (one qualified this as interviews with rape victims) and nine the interviews with witnesses (one qualifying this as child witness interviews).

2.3.10 Conclusion – PEACE training survey

In conclusion it can be seen that approximately 70% of police officers across England and Wales have now been PEACE trained at a considerable cost to the service. Despite being a Nationally agreed course the format still varies across the service. Furthermore, only half of the forces who responded have policy in place for the supervision of interviews. Whether there is a policy in place or not there is no standard practice or guidelines as to who, and how many interviews are examined.

2.4 Results - PEACE attitude survey

Officers' views on PEACE interviewing were collated from various forces across England and Wales. (When talking to staff at one station one of the student researchers found a Constable and Sergeant who said they had not heard of PEACE!).

Two managers provided information (a Superintendent and a Detective Inspector) with 31 and 20 years service respectively, both having served four years in their current role. Only the Detective Inspector was PEACE trained. Five Sergeant trainers with between 10 and 27 years service, provided a trainers' perspective. These officers had been in the role for between 8 weeks and 3 years and were all PEACE trained. Seven supervisors (one Inspector and six Sergeants) with between 6 and 14 years service provided information for this survey. All of the supervisors were PEACE trained, one had been on a supervisors' course and another had received further training on a CID course. Five of the supervisors were uniform patrol officers and two were with CID. Finally, fourteen officers (twelve Constables and two Sergeants) with between 19 months and 26 years service provided a practitioners' perspective. All of the practitioners were PEACE trained and one was a PEACE trainer (currently in an operational role). In addition, they represented a range of roles from across the service including CID, enquiries officer, home beat officer, and patrol or response team officer.

2.4.1 PEACE - Benefits and improvements

The two managers saw PEACE as absolutely vital for improving statements, evidence and thus the quality of the investigation. This was seen as resulting in less time spent at court with abandoned or not guilty cases and civil litigation. All of which streamlines the investigation process, increasing prosecutions and improving

professionalism. A practitioner also raised the issue of litigation when noting the influences on him for using PEACE.

The overwhelming benefit of PEACE was seen (by trainers, supervisors and practitioners alike) to be that it adds structure to the interview and encourages officers to consider and/ or research the points to prove an offence. Trainers added that it was easy to do and that the approach has credibility, whereas supervisors pointed out its importance for inexperienced officers, a point which was supported by a practitioner who noted that it improves the confidence of such officers. However, one supervisor identified the need for officers to 'stick with it', implying that not all officers do so. One or two supervisors appeared to believe that PEACE interviewing is only applicable to suspects with comments such as "try and concentrate on suspect's weaknesses" and "excellent for complex enquiries or trying to tie down a suspect's movements". Practitioners identified the benefit of PEACE considering witnesses and offenders and not being confrontational. One officer summed it up by saying that it "encourages impartiality and fairness, enabling witnesses to recall events in far greater depth". Whereas another said that it gives suspects an opportunity to talk.

When asked what could be done to improve PEACE the trainers pointed to the need for improvements due to individual interpretation of the model, an issue also commented upon by one of the practitioners. One trainer felt that work needed to be done to improve witness interviews as they didn't believe the Cognitive Interview was always relevant, whereas another pointed out the need for more workplace training. Supervisors, when asked about improvements, either couldn't think of any or pointed out their problems with the model, which tended to see PEACE as long winded, inflexible and constraining individual style. A number of practitioners couldn't see what improvements could be made whilst others made similar comments to the supervisors regarding flexibility and in particular the need for two officers to conduct an interview. One officer requested training to improve officers' ability to conduct interviews on their own and note taking. Conversely a number of practitioners pointed out that they adapted PEACE to the needs of the interviewee (see below). Only two officers particularly pointed out time as being a problem. Finally practitioners also mentioned the need for more frequent/ refresher training.

2.4.2 Use of PEACE

Trainers believed that time would be the greatest determinant of whether PEACE was used in the workplace. Otherwise knowledge of the model, seriousness of the offence, and the preconceived ideas of the interviewer were all expected to affect practitioners use of PEACE.

When asked what affected their decision to use PEACE four of the practitioners said that they use it all of the time. One commented that it was automatic after the course whilst another said it was easy to apply (echoing a comment made by one of the trainers) and adapt as necessary. Others suggested that the type of prisoner or offence and whether their colleague was familiar with PEACE affected their decision to use the model. They further suggested that simple offences did not need a PEACE interview "when the suspect is making a full confession". One officer also mentioned time as a factor limiting the use of PEACE. Supervisors' responses followed a similar pattern with most seeing it as a starting point to be adapted as necessary. The main determinant for use was the complexity of the offence in question, whilst one supervisor said he used PEACE "where a suspect needed to be committed to times and movements".

Practitioners were also asked whether and how their use of PEACE differed when interviewing witnesses and victims compared to suspects. Two practitioners said there was no difference and another commented that a "different approach but same structure and planning" was used. However, other responses focussed on suspect interviews with comments such as "certain types of prisoner slower more repeated questioning and reassessing points" and "majority of interviews are short covering petty offences, drugs and shoplifting". Once again focussing on interviews with suspects and implying that a number of officers still see the PEACE model as solely for use with suspects. This was further supported by the responses of two practitioners both of whom said that they only used PEACE for interviews with suspects.

A number of respondents did mention witness and victim interviews. One noted that for suspect interviews he used the complete PEACE whereas for victim and witnesses "let them say what they want then go through it carefully", whilst another indicated for suspects more planning was needed but for witnesses he would "use the account of the witness and write statement from that". Yet another indicated that the cognitive interview isn't used partly through lack of time and criticisms if

interviews take too long. In fact only one practitioner actually mentioned using the cognitive interview, and said "interviewing witnesses I use the technique to make them re-live the incident and give better quality evidence".

2.4.3 Encouragement to use PEACE

When trainers were asked what they did to support PEACE in the workplace most of them referred to tape monitoring although one trainer said it was "rarely done, memorandum sent out but ignored". Only one mentioned positive action to promote PEACE as a trainer indicating that she advertised the model, provided feedback and action plans.

Both of the managers said that there was a policy governing the supervision of interviews within their force. One of them noted that in his force all detectives must be PEACE trained and that only trained staff should carry out interviews. However, when asked what structures were put in place to encourage its use one reiterated the need to be PEACE trained to interview and that it was a popular course. It was suggested that PEACE was encouraged with minor offences and reference was made to pre interview strategies and post debriefing for serious offences. No specific strategies for the use of PEACE were mentioned.

When the supervisors were asked what they did to encourage the use of PEACE by their staff, one said "not much" although the majority mentioned monitoring interviews or checking/ encouraging the use of action plans/ interview guide/ interview proforma. Other diverse comments included "used by less experienced officers more" and "bringing out advantages to be gained from its use".

However, in the main practitioners (57%, n = 8) said that they had no encouragement to use PEACE in the workplace, it was suggested that many people revert to their own styles. Two officers said that they were tutor constables and encouraged others to use it. Only one officer said that they received plenty of encouragement and another said that although they weren't encouraged they used PEACE anyway. Interestingly one practitioner said that the possibility of their interviews being monitored encouraged him to use PEACE whereas another said that it was force targets to reduce litigation.

2.4.4 Supervision of PEACE

When the managers were asked what structures were put in place to encourage the supervision of interviews one said that the assessments were used for appraisal whilst the other said none. They also mentioned detective sergeants in CID units being asked to dip sample tapes and the use of interview advisors at major crimes.

Supervisors said that they listen to tapes or sit in on interviews and provide feedback in order to fulfil the requirement of supervision. The frequency with which this was carried out varied from dip sampling to one per officer a month and one interview in five if someone is struggling. One supervisor said that he sat in on interviews and asked for their reasons for using or not using the PEACE model.

When asked what affected whether or not they supervised tapes, time constraints, the ability of the officer, and the seriousness of the offence were all mentioned. A detective inspector put it quite succinctly when he said "time, 45 minutes per interview, one hour debrief, equals two hours supervision, often takes a low priority". Another supervisor said that "probationers, random testing, complaints and transcripts" influenced whether he carried out supervision whilst another indicated that better officers interviews were rarely checked.

However, when the practitioners were questioned regarding the frequency with which their interviews were supervised most (n = 10, 71%) indicated that they had not had an interview assessed and were not aware of any policy within their own force. One officer said that they had an interview assessed during training whilst another said that a supervisor occasionally sits in on an interview. Only one of those spoken to indicated that they were aware of any of their tapes being assessed.

3 INTERVIEWS WITH SUSPECTS

This study involved collecting quantitative data by assessing audio taped interviews with suspects for conformity to the PEACE model and level of skill displayed by the interviewer. Interviews were conducted by either a PEACE trained or untrained interviewer.

3.1 Sample

Six forces in England and Wales agreed to participate in the research as a whole. They were selected on the basis of willingness to participate, geographical location, percentage of the force PEACE trained and size of force, in order to gain a representative sample across the country. A sample of thirty interviews was selected per force. Initially the sample were chosen in order to obtain: (i) a balance of trained and untrained officers, and; (ii) a balance of forces with supervision and no supervision policy in place. In the end 177 interviews were collected from the six forces (see table 3.1). (However, it should be noted that due to some items not being assessed for every interview as a result of human error, the raw scores do not always add to 177 e.g. table 3.2 below). The interviews were evenly split between supervision and non- supervision policy forces, with two thirds of the interviewers being PEACE trained and one third untrained (see table 3.2).

Table 3.1 To show site profile of interviews with suspects

	Supervision	Tapes
Bedfordshire	Yes	29
Devon & Cornwall	No	30
Dyfed - Powis	No	30
Gloucestershire	No	30
Metropolitan Police	Yes	29
South Yorkshire	Yes	29

Table 3.2 To show the percentage of interviews as a function of training and supervision (raw score in brackets)

	Trained	Untrained
Supervision	32.2 (56)	17.8 (31)
No Supervision	36.2 (63)	13.8 (24)

In addition the type of crime being investigated was also controlled for. The PEACE course was initially developed for uniform officers of 5 to 10 years service thus only

interviews with people suspected of committing a range of everyday crimes were examined. These could also be termed as 'volume / bulk crime' (e.g. theft, criminal damage, and assault) (see table 3.3).

Table 3.3 Interview by crime type (percentage in brackets)

Crime Type	Number (%)
Affray	2 (1.1)
Assault	47 (26.7)
Burglary	4 (2.3)
Criminal Damage	36 (20.5)
Disorder	5 (2.8)
Fraud	1 (0.6)
Receiving	1 (0.6)
Theft	79 (44.9)
Vehicle interference	1 (0.6)

As can be seen from Table 3.3 that most of the interviews with suspects concerned the crime of theft or assault.

3.1.1 Interviewer Factors

The interviewers were mainly uniform officers, with approximately one third being female and two thirds male (see Table 3.4).

Table 3.4 To show interviewer characteristics by percentage (raw score in brackets)

	Training		Gender	
	Trained	Untrained	Female	Male
Uniform	49 (85)	30 (51)	4 (7)	65 (113)
Detective	19 (33)	2 (3)	15 (26)	17 (29)

Half of the interviews had one interviewer and the other half had two interviewers present. Lead interviewers were in the main male (78.5). The lead interviewers were mainly uniformed officers (79.5%), with detectives making up the remaining 20.5%.

3.1.2 Interviewee factors

The persons suspected of these crimes (the interviewees) were mainly adult males (81%). Juvenile interviewees represented under ten per cent of the sample of which one third was female and two thirds were male (see table 3.5).

Table 3.5 To show interviewee characteristics by percentage (raw scores in brackets)

	Age		Total
	Adult	Juvenile	
Male	74 (130)	7 (12)	81
Female	16 (29)	3 (5)	19
Total	90	10	

3.1.3 Method of assessment

Assessment was conducted using a specially constructed rating scale, which was developed in order to examine the use of the PEACE model. To aid in the scale construction a wide range of previously developed scales were reviewed from both published (e.g. Bull and Cherryman, 1995 and McGurk et al, 1993) and unpublished studies (e.g Hall, 1997; Stevens, 1998). A composite scale was then compiled and disseminated to police officers and academics for comment. The resulting scale contained 61 separate items and can be found at Appendix B. In addition to the scale itself a list of definitions was developed to aid the consistency of rating. Advice and definitions were provided for just under half of the items in the scale. For example, each rating for overall interview outcome was explained (item 5), suggestions were provided on how evidence of rapport building might manifest itself (item 21) and similarly open mindedness (item 41). The complete set of instructions and definitions can be found at Appendix B.

3.1.4 Assessors

Who should assess investigative interviews is a thorny issue. To date most of the published studies on investigative interviewing have involved academics rating police interviews. Though the ecological validity of this method may not be high, the inter-rater agreement usually is (Bull and Cherryman, 1995). Whereas with police officers the ecological validity may be high but it has been found inter-rater agreement is generally poor. In fact Cherryman (1999) found that not only is reliability different between individuals but also between officers in different roles.

For the current study ecological validity was an important issue and it was decided to use police officers. In order to obtain the best inter-rater reliability all raters had to have: (i) experience of teaching PEACE; (ii) experience of using PEACE, and; (iii) experience of conducting research/ evaluating PEACE interviews. This is in addition to the definition list provided above. Ten per cent of the interviews were double rated

to enable checks for inter-rater reliability to be conducted. This was calculated as the percentage rater agreement and was found to be 79%. In the end there was a pool of fifteen raters from different forces across Britain. Each rater assessed approximately 8 interviews from 2 different locations (four from each). All rating was conducted blind in that raters did not know whether trained or untrained officers conducted the interviews. Raters were not provided with interviews from their own force.

3.2 Interviews with suspects - results

The assessments of the interviews with suspects are presented in terms of the PEACE model. Beginning with an overview of the data, the analysis then considers the impact of training, supervision and interviewer skill separately.

3.3 Overview of interviews

One hundred and seventy seven interviews with suspects were collated for this study. The mean length of interview was 21 minutes and the median (i.e. the point at or below which fifty per cent of interviews fall) was 18 minutes. The range was from 3 minutes to a maximum 85 minutes.

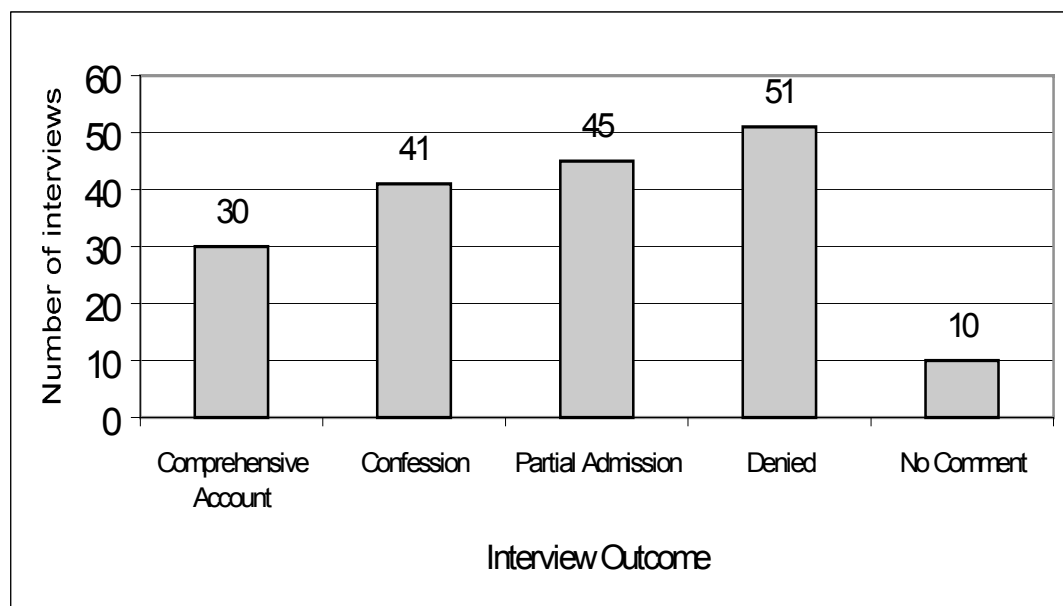
The law provides for interviewees to have access to free and independent legal advice and for their legal representative to be present during the interview. In addition, juveniles and vulnerable adults should have an appropriate adult present. Thirty six per cent of interviewees (n = 64) had a legal representative present during their interview. Therefore, the likelihood of a solicitor not being present was nearly twice as high as one being present during an interview. When a solicitor was present they explained their role on just thirty per cent of those occasions, indicating that it is almost twice as likely that the **solicitor will not explain their role** during an interview. Appropriate adults were present during only two of the interviews with adults.

Juvenile interviewees made up ten per cent (n = 17) of the sample. Solicitors were present in fifty nine per cent (n = 10) of these interviews, and explained their role on half these occasions. Thus for this sample there was a trend towards juveniles being

more likely to have a solicitor present during an interview than not. However, it should be noted though that the sample size is quite small. All of the juveniles had the support of an appropriate adult. This role was performed by a social worker in only twenty three percent ($n=4$) of the interviews. All of the social workers explained their role during the interview whereas only forty per cent ($n=6$) of the other appropriate adults did so. These findings indicate that social workers are twice as likely to explain their role as not to do so, whilst other appropriate adults are one and half times less likely to explain their role. (Caution should be taken with these figures due to the small numbers involved).

Interview outcomes were rated as being; (i) a comprehensive account, (ii) a confession, (iii) a partial admission, (iv) a denial, or (v) no comment. The number of ratings in each category is presented below (figure 3.1).

Figure 3.1 Interviews by interview outcome



These results indicate that interviewers are nearly one and half times more likely to obtain a comprehensive account or confession than a denial and seventeen times more likely than no comment at all. In fact in 66% ($n = 116$) of the interviews some form of admission was provided which is higher than seen in previous studies (e.g. Softley, 1980; Pearse and Gudjonsson, 1996; or Phillips, Brown, James and Goodrich, 1998). Interestingly there was a significant relationship between interview length and interview outcome ($F_{4,172} = 6.131, p < 0.0001$). As can be seen in table 3.6 comprehensive accounts and partial admissions were found to take longer than other outcomes. No comment interviews were generally short, the Mean = 12 minutes,

whilst across the ten interviews there was a Range of 19 minutes (from 5 minutes in length to 24 minutes long).

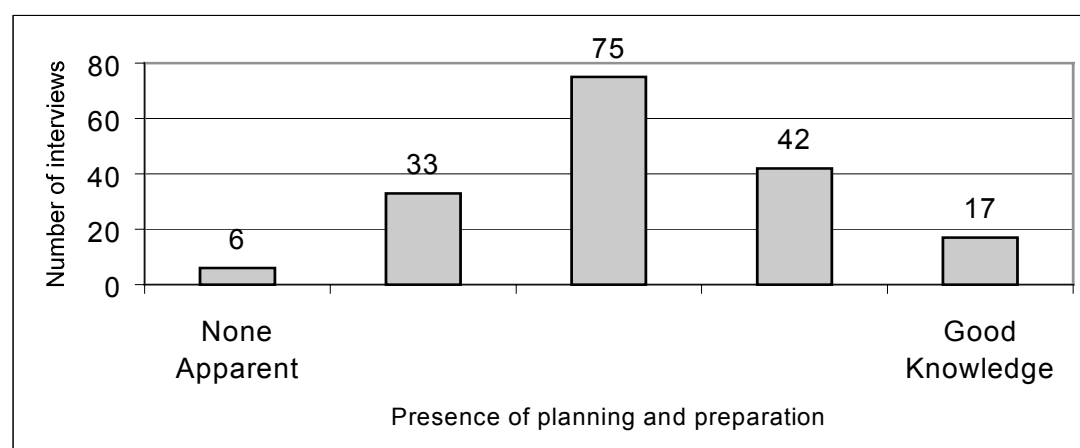
Table 3.6 Interview outcome by length

	Mean (minutes)
Denied	16
No Comment	12
Partial admission	20
Confession	15
Comprehensive Account	23

3.3.1 Planning and preparation - overview

'Planning and preparation'- is the foundation of a PEACE interview but is particularly difficult to assess from a recording of an interview. A five point scale was used ranging from, 'No apparent planning' (1) to 'A good understanding of the case' (5). The mean rating was 3.2 and, as can be seen below (figure 3.2), the ratings were grouped around the mid range. In fact figure 3.2 demonstrates a nearly normal distribution of ratings, as you would expect from any random sample taken from a population. The raters indicated in their comments that interviewers were often unaware of the full circumstances of the incident, did not seem to be aware of the points to prove an offence and in a number of cases searched or read from statements during the interview.

Figure 3.2 Demonstrating the presence of planning and preparation



3.3.2 Engage and explain overview

Interviewers are required by PACE to provide a range of information at the start of an interview and this information is usually provided from a prompt sheet. The initial information usually consists of the date, time and place of interview and, these were omitted in less than one per cent of the interviews assessed. The interviewers usually introduced themselves in a clear and professional manner (mean = 4) with less than three per cent (n = 5) of the sample being rated below the median (3). Similarly, all other persons present at the interview must be identified and this was found to have occurred in all but 2.8% (n = 5) of the interviews.

One of the most important pieces of information that officers provide in this stage of the interview concerns the interviewee's rights with regards to answering officers' questions, that is giving the caution. Officers generally presented the caution in a clear and professional manner (mean = 4), with only 4.5% (n = 8) being rated below the median. However, when it came to checking the interviewee's understanding of the caution the mean was 2.9 indicating a less professional explanation with 45.4% of interviewers being rated below the median (this issue is considered again in section 3.7). The majority of officers (90%) also explained the interviewee's right to a copy of the tape at this stage. Those officers, who didn't, provided this information at the end of the tape.

As mentioned at the start of section 3.3 free and independent legal advice is available to all persons suspected of crime in Britain. Where no solicitor was present this 'right' was explained in a clear and professional manner by 67% (n=69) of the interviewers and legal advice via telephone was offered in 68% (n=75) of the interviews. In addition, 70% (n=66) of interviewers examined why the interviewee didn't require a solicitor, this left forty-eight cases where their reasons were not explored. Whether or not such advice was offered was not linked to interview length.

Having introduced those present, explained their role and the right to legal advice the interviewer must put to the interviewee any significant statements or silence that occurred in response to questions, prior to the interview. These were put to the interviewee in 14.7% (n = 26) of the interviews.

It is good practice to set out why the person was arrested, the purpose of the interview and what will happen. The grounds for arresting the interviewee were explained in a clear and professional manner (mean = 3.2) in 48% of the interviews. However, the purpose of the interview was only explained clearly in 12.4% of the interviews (mean = 1.7). A staggering 67.8% (n = 120) of interviews were rated as '1' indicating that the purpose of the interview was not explained. The fact that the interview is an opportunity for the interviewee to provide their own version of events was explained in only 8.5% of interviews (mean = 1.5). Again the majority of interviews were rated as '1' (74.5%, n = 132) indicating that this information was not given. Similarly an explanation of how the interview was to be conducted, sometimes described as providing details of the routines and route map, was rated as being given in a clear and professional manner in 7% (n = 12) of the interviews (mean = 1.4) and not being provided in 78.5% (n=139) of interviews.

This is also the time to begin to build up a professional relationship with the interviewee, that is to establish a rapport. Little evidence was found of rapport being developed here or throughout the interview. The mean was 1.9, with rapport being rated as professionally conducted in only 7% of interviews (n = 12) whilst 47% (n = 83) of interviewers were found not to demonstrate any rapport building at all.

From these data it appears that interviewers generally conform to the legal requirements of interviews with suspects in a clear and professional manner, although checking the understanding of the caution still presents problems. However, little in the way of information regarding the interview process and purpose of the interview is provided which, in all likelihood, stifles the development of rapport.

3.3.3 Overview of the account

Having explained the purpose of the interview, the interviewee should be encouraged to give their account of events. The PEACE model provides two methods of obtaining an interviewee's account; the Cognitive Interview (CI) and Conversation Management (CM). It is CM that is usually used when interviewing persons suspected of crime. Interestingly the raters found good evidence of the CI in six interviews, these were mainly concerned with assaults. Good use of CM was found in 23.2% of interviews (n = 41) whilst 30.5% (n = 54) showed no evidence of use at all. Conversation Management involves encouraging the interviewee to give their

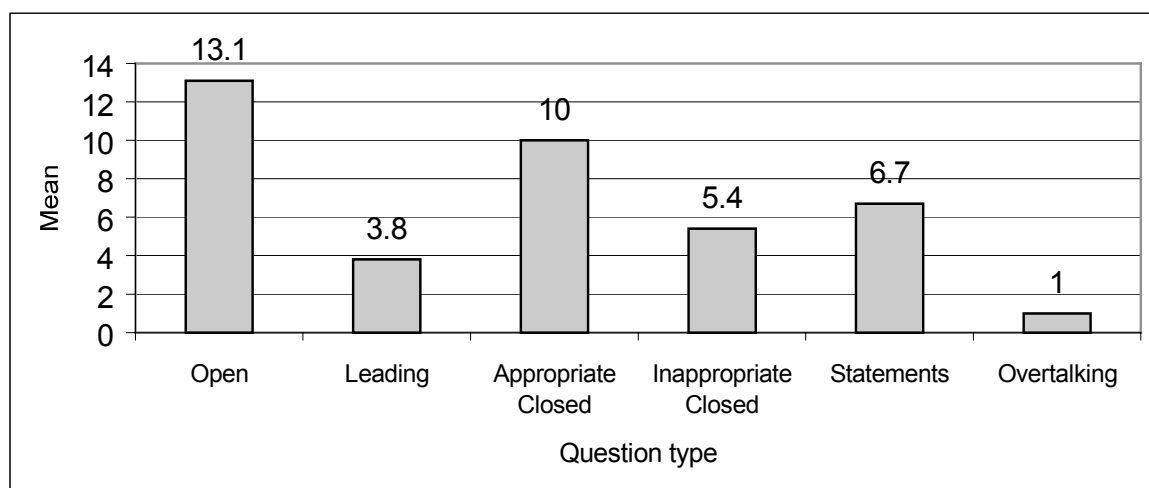
account of events. The interviewer then breaks this account into small topic areas which are examined in a logical sequence to elicit more detailed information. Generally interviewers made a good effort to encourage the interviewee to give an account (mean = 3.2) with 41.7% of interviewees (n = 73) providing a comprehensive account. A full exploration of the account was found in 31.8% (n = 56) of the interviews (mean = 2.9), whilst no exploration was found in 10.8% (n = 10).

The exploration of an interviewee's account involved the clear use of topic areas in only one third (n = 49) of the interviews (mean = 2.8). Whilst a good use of summaries and links between topics was made in only 18% (n = 32) of interviews. In fact, there was no evidence of summaries or topic linking in 45.2% (n = 80) of the interviews (mean = 2.1). In addition to the use of summaries and linking, a rating was provided for developing the account using an appropriate structure/ logical sequence (mean = 3). This was always present in 40.5% (n = 60) of the interviews whereas 34% (n = 59) demonstrated little or no evidence of an appropriate structure/ logical sequence.

To explore an interviewee's account an interviewer must listen. Good active listening was demonstrated in 35.6% (n = 63) of the interviews (mean = 3.1). Of course listening on its own is not sufficient and an interviewer must provide some direction for the interviewee. Half of the interviewers in this sample demonstrated a clear ability to keep interviewees to relevant topics (mean = 3.3). In fact communication skills in general were rated as being good (mean = 3.6). Fifty five per cent (n = 98) of the interviewers were rated above the median and only 4 interviewers were rated as bad. Another aspect of communication skills is the ability to challenge the other person's account where necessary. Challenges were found in 116 of the interviews with only 18.7% (n = 33) of these being rated as professional and conducted with evidence. Fifty one per cent of the interviews were rated below the median (mean = 1.2). Dealing with difficulty is something that all interviewers must face at some time. In this sample it was dealt with in a calm and professional manner 39.9% (n = 67) of the time. The mean was 3.3 and 36.3% (n = 60) of interviews were rated on the median indicating that they dealt with difficulty in an acceptable manner. In some circumstances dealing with difficulty, such as refusing to answer certain questions, can be dealt with under the law by using a special warning. Special warnings were found in only two of the interviews, both of which were concerned with theft.

Questioning was found to be good and appropriate in 25% of the interviews. The mean for appropriate use of questions was 2.8, which is just below the median. Figure 3.3 demonstrates that there was a greater use of open questions than any other question types. The mean for leading questions was particularly low.

Figure 3.3 Overview of questions by type



However, the use of closed questions was still found to be high (Mean = 15.4). Even though the use of inappropriate closed questions was low, the mean for all types of closed questions remained greater than for open questions. (The means for multiple and complex questions and interruptions were all less than one and have been omitted from the chart.) An appropriate use of pauses and silences, to give the interviewee time to answer or gather their thoughts, was apparent in 17.7% (n = 31) of cases (mean = 2.5).

It is not enough just to ask questions, interviewers also need to cover the points necessary to prove the offence(s) under investigation. Points to prove were covered in a comprehensive manner by only 29.7% (n = 52) of the interviewers and not at all by twenty five interviewers (14.3%), (mean = 2.9). In addition, it is always a good idea to ask the interviewee whether they committed the offence in question and where they admit the offence explore their reasons for committing it. In 75.7% (n = 134) of interviews the interviewee was asked whether they had committed the offence. The interviewee's motive was explored in a comprehensive manner during 25% (n = 44) of the interviews and not at all in 40 (22.7%) of them (mean = 2.6).

Interviewer characteristics such as self-confidence, open mindedness and flexibility can also have an impact on the interview outcome. The majority of interviewers (67.2%, n = 119) were rated as being clear and confident, (mean = 3.8) only five interviewers were rated as having poor self confidence seemingly being nervous and unsure. Open mindedness was clearly demonstrated (by listening to, and exploring the interviewee's explanation) in 36.4% (n = 64) of interviews (mean = 3.1). Though good flexibility was found (e.g. by responding to new information), in 31.3% (n = 55) of interviews, 11.4% (n=11) of interviewers demonstrated little or none, and persisted with their own view.

Overall the mean ratings for most of the behaviours measured during the account phase were grouped around the mean, as would be expected with a random sample drawn from a population. Interviewers were rated as being self confident, having good communication skills, and good at keeping the interviewee to relevant topics. Questioning was found to consist of mainly open or closed questions with few leading questions and little in the way of overtalking. Whereas the use of summaries, links, and challenges was poor.

3.3.4 Overview of Closure

When closing an interview it is helpful if the interviewer summarises their understanding of what has been said. The rating for this was low, (mean = 2) which indicated that only basic summaries were provided. Interviewers should also provide an opportunity for the interviewee to add, alter or correct what the interviewer has said, this occurred in 75% of the interviews.

At this time it is usual for interviewers to provide for the interviewee, a notice explaining how to obtain a copy of the tape. This was clearly done in 67% of the interviews. Finally, the interview is concluded by stating the date and time. Only 18% of interviewers provided the date, whilst 92.7% provided the time. Overall, 16.4% (n = 29) of interviews were rated as providing a clear and professional closure, with an identical number being rated as providing no obvious closure (mean = 2.5). A total of 52% of interviews were rated as being below the median.

3.4 Breaches of PACE

Apart from an assessment of the interviewers' use of the PEACE interviewing the raters were asked to indicate whether or not they felt that the interview might breach sec 76 or 78 of the Police and Criminal Evidence Act, 1984 (PACE). From the

sample of interviews rated for this study 10% (n = 17) were flagged as possibly breaching PACE. (Examples were found with the interviews from every force participating in the study with the range being from 3% (n = 1) to 17% (n = 5)). All except one of the interviewers was rated as in need of training (the other was rated as satisfactory). The interviews concerned most of the crime types found in this study in a similar proportion to that illustrated in table 3.3.

Table 3.4 Illustrates breaches of PACE

	Number
Oppression	5
Mental health	3
Legal requirements	7
Other	2

As can be seen from table 3.4 the reasons for these interviews possibly breaching PACE can be grouped into four broad categories. Oppressive behaviour included instances of undue pressure, bullying and continual challenge. For two of the suspects there was concern over their mental health whilst the third broke down and was not given the opportunity of a break to compose themselves. A range of legal issues gave concern including failure to caution the suspect, and the explanations concerning legal advice available to the suspect. Finally, in the 'other' category, there was considerable background noise during one interview whilst the other consisted mainly of leading questions both of which gave cause for concern.

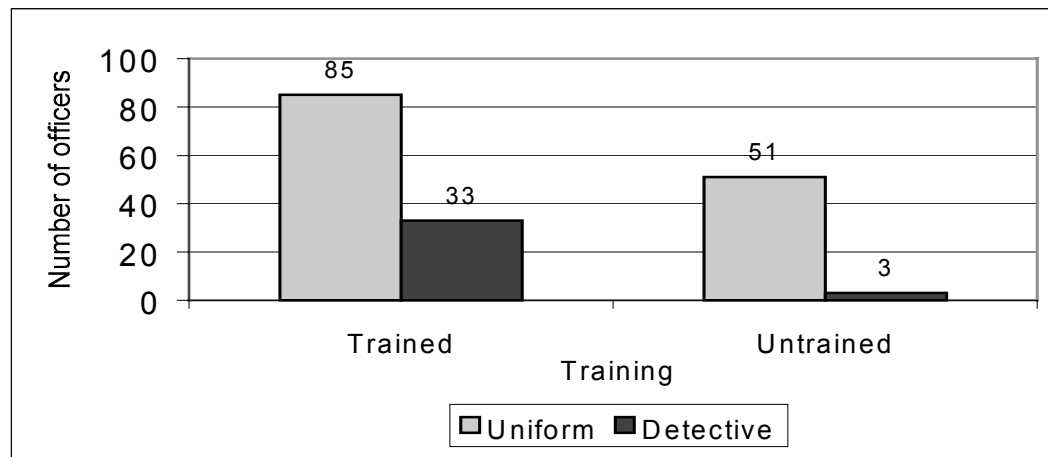
Copies of the tapes and evaluations were returned to the locations concerned for local action.

3.5 Training

Experience of training is one of the three dimensions upon which the interview data were assessed. A breakdown of the interviews by training and uniform/ detective role is presented below in Figure 3.4. This demonstrates that about two thirds of the sample were trained and one third were untrained (over 90% of detective officers were trained in PEACE). When it came to interview length there was a significant difference ($F_{1,172} = 6.294, p < 0.01$) between interviews conducted by trained officers (mean = 23 minutes) and untrained officers (mean = 17 minutes). The median indicates the point at or below which most of the sample could be found. For untrained officers this was 14 minutes and for trained officers 20 minutes. These

data clearly indicate that trained officers conduct longer interviews than those who have not received training.

Figure 3.4 Illustrates training as a function of officers' role



Whether or not a solicitor, appropriate adult or social worker is present, is unlikely to be affected by whether the interviewer is trained (this is really a matter for the custody officer). However, training could influence the likelihood of the person explaining their role. Unfortunately, the numbers of interviews involving these groups were too few to make meaningful comparisons.

The outcome of the interviews was similar regardless of training for 'Confessions' and 'Comprehensive account', with 41% of trained and 38% of untrained interviews falling into these categories. It would be wrong to attribute training to whether the interviewee denied an offence or make no comment during the interview, as this is a decision taken by the interviewee. However, there was a tendency for untrained officers to obtain only a partial account compared to trained officers, although the differences were not statistically significant.

There were few significant differences between trained and untrained officers in the use of interviewing skills. For planning and preparation both trained and untrained officers were similar, as were the ratings for engage and explain. A similar pattern was found across most of the account phase. One area of difference was with regards to 'challenging', a significant interaction effect was found ($F_{1,169} = 6.488$, $p < 0.05$) where trained officers at sites with supervision were more confrontational in

their approach to challenges than officers at sites where there was no supervision. A number of significant differences were also found in the use of questions. Untrained officers used significantly fewer leading questions (mean = 2.9, $F_{1,171} = 4.208$, $p < 0.05$) than trained officers (mean = 4.3), whilst trained officers used significantly more statements (mean = 7.9, $F_{1,171} = 4.164$, $p < 0.05$) and over-talking (mean = 1.4, $F_{1,171} = 8.158$, $p < 0.01$) than untrained officers (mean = 4.4 and 0.3 respectively).

Finally, the ratings for closure were similar to the sample mean whether the interviewer was trained or not. All of which suggests that PEACE training has had little impact and only lengthened the interview process, whilst apparently increasing the use of leading questions, statements and interruptions. Of course this is a simplistic view which will be considered further in the discussion.

3.6 Supervision

Whether or not there was a supervision policy in place was associated with a number of the areas assessed for this research and no effect on others. For example, the average length of interview was similar to the sample mean, whether or not supervision was in place, and no differences were found in the rating for 'Planning and Preparation' either. However, during the engage and explain phase supervision was significant related to a number of areas. Interviewers gave the caution (mean = 4.2, $F_{1,174} = 4.343$, $p < 0.05$) and checked the interviewee's understanding (mean = 3.2, $F_{1,170} = 9.9$, $p < 0.01$) in a clearer and more professional manner where a supervision policy was in place. In addition, there was more evidence of the interview purpose being explained (mean = 2, $F_{1,175} = 12.378$, $p < 0.01$), an outline of the interview processes being given (mean = 1.8, $F_{1,175} = 27.951$, $p < 0.01$), and the interviewee being informed that it was an opportunity to give their account (mean = 1.7, $F_{1,175} = 7.398$, $p < 0.01$) when a supervision policy was in place. Though it must be acknowledged that the latter means were still very low.

In the account phase of the interview it was found that supervision was significantly associated with the visibility of a conversation management style of interview (mean = 2.6, $F_{1,175} = 4.624$, $p < 0.05$), which was supported by a significantly higher use of summaries and links (mean = 2.4, $F_{1,175} = 8.642$, $p < 0.05$). However, interviewer characteristics and questioning skills use were no different than the sample mean. Similarly supervision was not related to the way an interview was closed.

3.7 Level of skill

The third level of assessment obtained for this study was the skill level demonstrated throughout the interview. Three levels of skill were considered; (i) whether the interviewer 'needed training', (ii) was 'satisfactory', or (iii) was 'skilled'. An analysis of the data by level of skill highlighted a range of significant differences in the way interviews were conducted by interviewers with differing skills.

The length of interviews conducted by 'skilled' interviewers was significantly different (mean = 33 minutes, $F_{1,174} = 10.625$, $p < 0.01$) from those conducted by interviewers rated as 'satisfactory' or 'in need of training' (mean = 19 minutes). From table 3.7 below it can be seen that most of the interviews took under 16 minutes (short) and interviewers of all skill levels had interviews within this range. However, 'skilled' interviewers had a significantly lower number of short interviews, with a larger proportion of their interviews being within the 16 to 33 minute range. 20% ($n = 5$) of the interviews where the interviewer was rated as skilled took longer than 57 minutes, as opposed to 4% ($n = 3$) of the remaining interviews ('needs training' and 'satisfactory') combined. (We should note that whether an interviewer was rated as 'skilled', 'satisfactory' or 'in need of training' is not independent of other interview factors).

Table 3.7 Interview length by skill level

	Needs training	Satisfactory	Skilled
Long (longer than 31)	16% (14)	17% (12)	37% (9)
Medium (17 to 30 minutes)	39% (33)	40% (27)	46% (11)
Short (3 to 16 minutes)	45% (38)	43% (29)	17% (4)

3.7.1 Planning and preparation

There was a significant difference ($F_{2,171} = 39.350$, $p < 0.01$) in the extent to which planning and preparation was noticeable for each level of skill. It was found that those interviews rated as being conducted by 'skilled' officers, were significantly more conversant with the incident under investigation (mean = 4.4) than those rated as 'needing training' (mean = 2.7) or 'satisfactory' (mean = 3.4). Similarly, those interviews rated as 'satisfactory' demonstrated significantly better planning and preparation than those 'needing training'.

3.7.2 Engage and explain

During the engage and explain phase of the interview 'skilled' interviewers gave the caution in a clearer and more professional manner than those rated as 'satisfactory', or in 'need of training'. 'Skilled' and 'satisfactory' interviewers checked the interviewee's understanding of the caution and explained their right to free and independent legal advice in a clearer and more professional manner than those in 'need of training'. 'Skilled' interviewers went on to explain the grounds for arrest better than the other two groups. The mean ratings are presented in table 3.8.

Table 3.8 Displaying engage and explain mean ratings by level of skill

	Skilled	Satisfactory	Needs training
Clarity of presenting caution	4.4†	4.2	3.8
Check understanding of caution	3.8+	3.1+	2.4
Explain right to free legal advice	3.9+	3.7+	3.1
Explain grounds for arrest	4†	3.2	3
Explain interview purpose	2.2+	2+	1.3
Details of routines and route maps	1.7	1.5	1.3
Explains interview is an opportunity to give account	2.1+	1.7+	1.3
Evidence of rapport building	2.8†	1.9+	1.6
* Significant difference with satisfactory			
+ Significant difference with needs training			
† Significant difference with satisfactory and needs training			

When it came to explaining the purpose of the interview; that the interview was the interviewee's opportunity to give their account and the routines that would be followed all three groups were rated below the mean (see table 3.8). However, 'skilled' and 'satisfactory' interviewers explained the interview purpose and that it was the interviewee's opportunity to give their account, better than interviewers rated as being in 'need of training'. There was no real difference in the explanation of how the interview would be conducted (the routines and route maps). This process is part of building rapport, which was rated below the mean for all skill levels. Despite this there were significant differences in rapport building across all three levels of skill as shown in table 3.8.

These findings re-emphasise the earlier comments during the overview that the social communication skills of explaining the purpose of the interview, how it will be conducted, and that it is an opportunity for the interviewee to give their account, are

poorly conducted. It can now be seen that the level of skill the interviewer is rated at does not affect this.

3.7.3 Account

There were significant differences between all three levels of skill throughout the account phase of the interview. 'Skilled' and 'satisfactory' interviewers made more use of an appropriate structure/ logical sequence than those in 'need of training'. Whilst development of topics was more apparent with 'skilled' interviewers than 'satisfactory' or those in 'need of training', although 'satisfactory' interviewers were better than those in 'need of training'. The use of summaries and links were more likely to be present with 'skilled' interviewers than 'satisfactory' or those in 'need of training' and again 'satisfactory' interviewers used these techniques more than those in 'need of training'. This is in line with the pattern of using of conversation management across the three levels of skill. The means for these behaviours are illustrated in table 3.9 where it can also be seen that 'skilled' and 'satisfactory' interviewers kept the interview focussed on relevant topics more consistently than interviewers in 'need of training', and 'skilled' interviewers were more likely to do this than 'satisfactory'. Similarly, encouragement for the interviewee to give their version of events was found to differ across skill level. Interestingly there was some evidence of the cognitive style of interviewing in interviews conducted by 'skilled' and 'satisfactory' interviewers but not by those in 'need of training'.

Table 3.9 Structure of the account phase by skill level

	Skilled	Satisfactor	Needs training
Appropriate structure/ logical sequence	4.5+	3.5+	2.3
Development of topics	4.4†	3.1+	2
Summaries and links	3.4†	2.4+	1.5
Keeps interview to relevant topics	4.6†	3.7+	2.7
Encourage interviewee to give their version of	4.4†	3.6+	2.5
Exploration of account	2.1+	1.7+	1.3
Use of conversation management	4.4†	2.8+	1.6
Use of Cognitive interview	1.8+	1.6+	1.1
Cover points to prove	3.7+	3.2+	2.3
Explore motive	3.8†	3+	2
Dealing with difficulty	4.4+	3.6+	2.7
Challenging	3+	2.3+	1.1
* Significant difference with satisfactory			
+ Significant difference with needs training			
† Significant difference with satisfactory and needs training			

A detailed exploration of the interviewee's account was more apparent in interviews conducted by 'skilled' and 'satisfactory' interviewers than interviewers in 'need of training' where there was no apparent exploration, but as can be seen in table 3.9, all of these means were very low. During the account phase 'skilled' and 'satisfactory' interviewers were more likely to cover all of the points to prove than an interviewer in 'need of training'. A detailed exploration of motive was found with interviews conducted by 'skilled' and 'satisfactory' interviewers as opposed to those rated as in 'need of training'. When it came to dealing with difficulty 'skilled' interviewers and those rated as 'satisfactory' were more likely to continue with the interview, whereas interviewers seen to be in 'need of training' were more likely to become flustered leading to an early closure. Challenges were more likely to be conducted in a problem-solving manner by 'skilled' and 'satisfactory' interviewers than those in 'need of training' who used a confrontational style. However, level of skill had no impact on whether or not the interviewee was asked if they had committed the offence. This question was asked in three-quarters of the interviews at each level of skill. A summary of the means can be found in table 3.9.

A range of questioning skills and behaviours were assessed for differences across level of skill and are presented in table 3.10. The use of appropriate questioning together with pausing and silence to obtain an account were clearly a function of the interviewers' level of skill. When it came to actual question use 'skilled' interviewers used more open questions and fewer leading questions than 'satisfactory' interviewers or those in 'need of training'.

Table 3.10 Questioning behaviours rated by level of skill

	Skilled	Satisfactory	Needs training
Use of appropriate questioning	4.1†	3.3+	2
Open questions	23†	12	11
Leading questions	3+	3+	5
Closed questions – appropriate	18+	12+	6
Closed questions – inappropriate	2+	4+	8
Use of statements	6	4+	9
Overtalking	0.5+	0.6+	1.5
Inappropriate interruptions	0.2+	0.3+	1.3
* Significant difference with satisfactory			
+ Significant difference with needs training			
† Significant difference with satisfactory and needs training			

Nevertheless, all of the interviews in this study were found to contain a large number of closed questions. However, 'skilled' and 'satisfactory' interviewers used more appropriate and less inappropriate closed questions than those in interviewers 'need of training'. There was little use of multiple or long and complex questions found in any of the interviews and no significant differences were found by level of skill. On the other hand, interviewers in 'need of training' were found to use more statements than those rated as 'skilled' or 'satisfactory'. Overtalking and inappropriate interruptions were also found to occur more frequently in interviews conducted by officers in 'need of training' than those rated as 'skilled' and 'satisfactory'.

Finally, in addition to the structure and procedures used by interviewers, an assessment was also made of the characteristics they displayed during the interview (see table 3.11 for details). Once again significant differences were found between different levels of skill. Whilst the sample mean for confidence was above the median for the scale (see 3.2.4) 'skilled' interviewers were clearly more confident than those rated as 'satisfactory' or in 'need of training'.

Table 3.11 Interviewer characteristics by level of skill

	Skilled	Satisfactory	Needs training
Confidence	4.8†	4+	3.5
Active listening	4.4†	3.5+	2.5
Openmindedness	4.6†	3.5+	2.3
Flexibility	4.3†	3.4+	2.2
Communication skills	4.5†	3.9+	3.1
* Significant difference with satisfactory			
+ Significant difference with needs training			
† Significant difference with satisfactory and needs training			

The ability to demonstrate active listening also differed across skill levels with there being a significant difference between all three levels. Interviewers' open-mindedness and flexibility were also examined. 'Skilled' interviewers were more likely to listen to and explore the explanation given than those rated as 'satisfactory' or in 'need of training' who were more likely to persist with their own view. Open-mindedness leads to flexibility and 'skilled' interviewers were more likely to respond to new information than 'satisfactory' or in 'need of training' interviewers who persisted with their own view. Clearly, these skills will lack impact if they are not communicated clearly. Communication skills were rated on a five point scale from

'Clear and appropriate' to 'Complex/ unclear speech'. As would be expected, the clarity and appropriateness of speech demonstrated a significant change across skill levels in that language was more likely to be complex and unclear with those rated as being in 'need of training'.

These findings demonstrate important differences in format and style as a function of perceived level of skill. However, the ratings for exploration of account and challenging were uniformly low across skill levels whilst communication skill and self-confidence were high.

3.7.4 Closure

The general pattern of providing information at the end of an interview was discussed earlier (see 3.3.4) and was not affected by level of skill. Closing the interview was not really conducted in a clear and professional manner across the whole sample. However, 'skilled' (mean = 3.2) and 'satisfactory' interviewers (mean = 2.9) were rated as providing significantly better closure ($F_{2,174} = 25.269$, $p < 0.01$) than those who were in 'need of training' (mean = 2). In addition, a significant difference ($F_{2,174} = 11.949$, $p < 0.01$) was found in the use of an end of interview summary with 'skilled' (mean = 2.8) and 'satisfactory' (mean = 2.3) interviewers providing a more comprehensive summary than those rated as being in 'need of training' (mean 1.6) who provided little in the way of a summary.

3.8 Interview with suspects – summary

Overall it can be seen that there is some evidence of the transference of PEACE interviewing skills into interviews with suspects. Though this appears to relate more to the legal requirements than communication skills or the structured development of an interviewees account. Whilst no real differences were found between the trained and untrained sample, it is encouraging to note that whether supervision policy is enforced or not it is still associated with interview quality. These are all issues that will be taken up in the discussion.

4 INTERVIEWS WITH WITNESSES/VICTIMS OF CRIME

This study involved collecting quantitative data by assessing audio taped interviews with victims and witnesses for conformity to the PEACE model and the level of skill displayed by the interviewer. Interviews were conducted by either a PEACE trained or untrained interviewer.

4.1 Sample

The same six forces participated (see sec 3.1) in this study. They were selected on the basis of willingness to participate, geographical location, percentage of the force PEACE trained and size of force. In addition, a balance of trained and untrained officers within forces, which did or did not have a supervision policy in place (Table 4.2) was sought. These criteria were used in order to gain a representative sample of interviews from across the country. Fifty eight of these interviews (those relating to bulk/ volume crime) were recorded at the request of the researchers and not as a normal part of the investigation process. The remaining seventeen interviews were conducted with witnesses to serious crime (i.e. murder) as part of the normal investigation process. These (seventeen) interviews were conducted by PEACE trained interviewers in forces with supervision policies in place. In total seventy-five interviews with witnesses/victims (43 witnesses and 32 victims) were collected from six separate sites (see Table 4.1),

Table 4.1 Showing the distribution of interviews and existence of a supervision policy by police force.

Site	Supervision	Number of Interviews
Bedfordshire	Yes	5
Dyfed-Powys	No	19
Gloucestershire	No	10
Metropolitan	Yes	12
Northumbria	Yes	7
South Yorkshire	Yes	22

Table 4.2 Illustrating distribution of interviews as a function of supervision policy and training.

	Trained	Untrained
Supervision	49% (37)	12% (09)
No Supervision	32% (24)	07% (05)

The types of crime to which the interviews concerned varied as can be seen from Table 4.3, which shows that the majority were for assault followed by theft and murder.

Table 4.3 Distribution of interviews as a function of crime type.

Crime Type	Number (%)
Theft	17 (23%)
Assault	22 (29%)
Criminal Damage	07 (09%)
Disorder	03 (04%)
Burglary	04 (05%)
Robbery	02 (03%)
Accident	02 (03%)
Handling stolen goods	01 (01%)
Murder	17 (23%)

4.1.1 Interviewer factors

Of the seventy interviews with witnesses/victims that were collated for this research, 72% (N = 54) were conducted with one interviewing officer present, the remaining twenty one interviews were conducted by two interviewers (17 male-male; 4 male-female). The majority (76%, n = 57) of the interviews were conducted by a male interviewer.

In this research sample 66% of interviews were conducted by uniformed officers, primarily constables (only 2 sergeants). The remaining interviews were conducted by detectives, primarily detective constables (with 7 interviewed by DS and 1 DI).

4.1.2 Interviewee factors

Of the interviews conducted forty three were with witnesses to crime, and thirty two were with victims of crime. Sixty five of the interviews were with adult witnesses or victims (31 male; 34 female) and the remaining nine interviews (1 missing value) were conducted with juveniles (3 male; 6 female).

4.1.3 Rating scale

The rating scale was developed from the scale used for evaluating the interviews with suspects mentioned earlier and a number of scales produced for prior research. The International field of research examining interviewing skills was trawled

(including work examining child witness interviewing). A composite scale was once again developed and piloted, amendments were then made and the final scale produced (see appendix C). The scale and definition sheet were similar to that used with interviews of suspects, minus the legal requirements of interviews with suspects whilst expanding upon the information applicable to witnesses and victims of crime. This resulted in a scale of eighty items grouped into nine broad areas. These areas included the main elements of the PEACE framework together with sections on the use of the Cognitive Interview and eyewitness information based on the Turnbull ruling (R v Turnbull [1976]).

4.1.4 Assessors

The sample of interviews with witnesses/ victims were assessed by sixteen police officers, using the scale and accompanying definitions sheet (see Appendix C). The raters were chosen based on their expertise; the majority of which were trainers in PEACE, had recently conducted interviews themselves and had some further grounding in interviewing research (see sec 3.1.3).

4.2 Interviews with witnesses/victims of crime - results.

This section presents the analysis of the interviews conducted with witnesses/victims of crime. Once again the analysis will start with an overview of the data using the PEACE model as a framework. The data will then be examined for the impact of training, supervision, interviewee type (i.e. witness or victim), interviewer skill level, and crime seriousness separately. The sample for most of this analysis concerns only the interviews of the witnesses/victims of volume/bulk crime (i.e. 58 interviews in total). However, for section 4.8. a further seventeen interviews with witnesses to murder are incorporated into the sample (a total of 75 interviews). This was done primarily due to the fact that the interviews with suspects concerned volume/bulk crime.

4.3 Overview of the interviews

For these fifty eight interviews two measures are provided relating to interview length. The first concerns the time taken to interview the interviewee before a statement was taken. However, because this was often not very long, the time for the whole interview including the statement writing phase, was also recorded. On average it took fourteen minutes to actually interview the interviewee (range = 0 - 131 minutes). When including the statement taking phase of the interview, the mean number of

minutes taken to conduct the interview increased to almost fifty minutes with a minimum of eight minutes and a maximum interview length of one hundred and thirty one minutes. Thus, on average approximately a quarter of the time taken to interview the interviewee is spent conducting the interview. Whereas, three quarters of the time is spent taking the statement from the interviewee.

During the interview a number of people apart from the interviewee and interviewer may have been present (see 3.3), this information was also collated. In this sample a solicitor was present in one interview only and their role as to why they were there was not explained. Appropriate adults were present in five interviews. Interestingly, one of these was with an adult, four with the juveniles. Thus over half of the interviews with juveniles (5) (see 3.3) were not conducted in the presence of an appropriate adult. In addition, the role of the appropriate adult was only explained in one of the interviews, the interview with the adult interviewee. No other persons were present in the sample of interviews examined.

Whereas interviews with suspects take place at police stations this is not the case with witness and victim interviews. The actual place where the interviews were conducted ranged from the place of work or the home of the witness/victim to the police station (see Table 4.4). It was interesting to note that there were numerous interruptions and distractions in the interviews which were conducted outside the police station, (i.e. where the interviewer had no control over the interview environment). In one case tea was brought in by the partner of the interviewee who sat down and in on the interview, and even answered questions for the interviewee as she was also a witness!

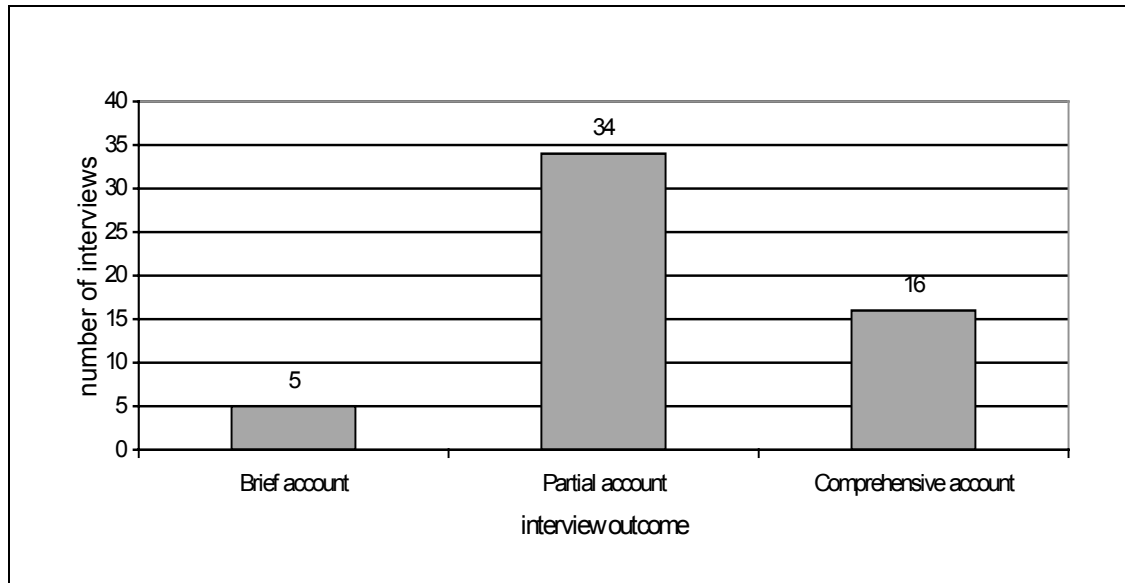
Table 4.4 Illustrates the distribution for place of interview.

Place of interview	Number of interviews
Home	12
Business	34
Police station	09
Other	03

Raters were asked to assess the overall outcome of the interview, although it is to be noted that this measure does to some extent depend on the actual interviewee being interviewed. Nevertheless, as can be seen from figure 4.1, the majority of

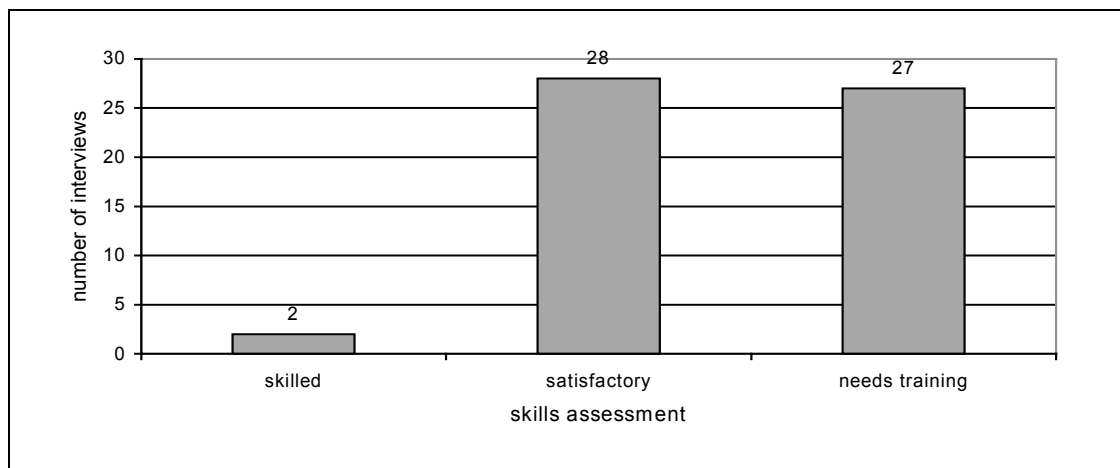
interviewers (62%) were deemed to only obtain a partial account from the interviewee. Indeed, raters noted that it was frequently frustrating to listen to the interviews as it was often obvious even from an audio-recording of the interviews that more information could have been elicited from the interviewee if more appropriate interviewing methods had been used by the interviewers.

Figure 4.1 Showing assessment of overall interview outcome



Raters were also asked to rate each interviewer's performance globally over the whole interview as being either: (i) 'skilled'; (ii) satisfactory; or (iii) 'needs training'. Figure 4.2 demonstrates that nearly half of the interviewers (47%) were rated as requiring training. Section 4.7 provides an analysis conducted by assessment level.

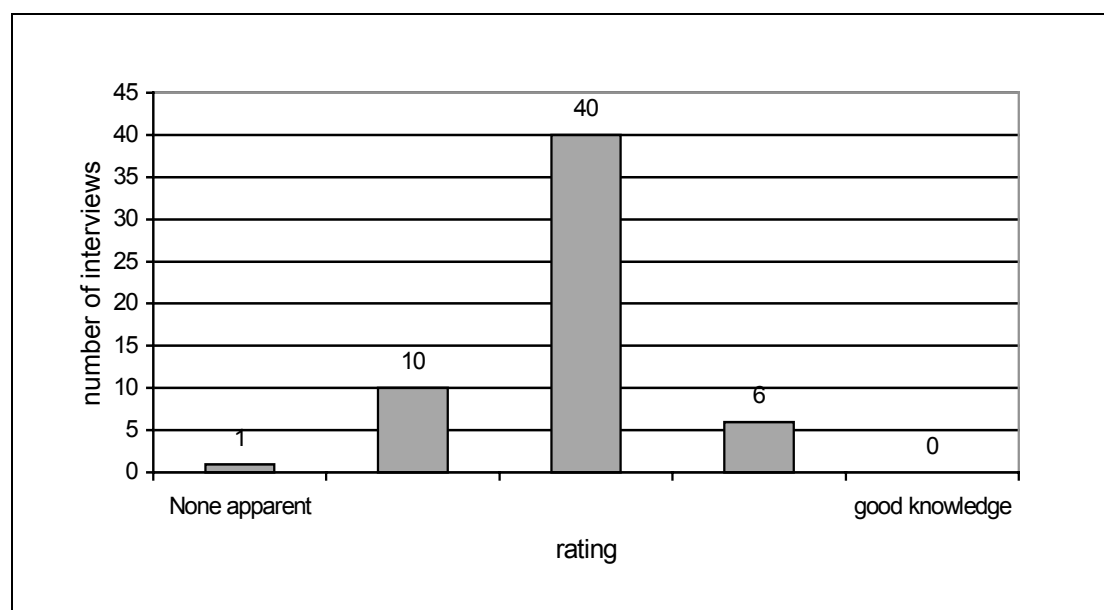
Figure 4.2 Demonstrates overall performance level



4.3.1 Planning and preparation - overview

Planning and preparation is the foundation of a PEACE interview but is particularly difficult to assess from an audio-recording of an interview. A five point scale was used ranging from 'no apparent planning' (1) to 'a good understanding of the case' (5). The mean score was 2.9, below average, and as can be seen in figure 4.3 a normal distribution is demonstrated.

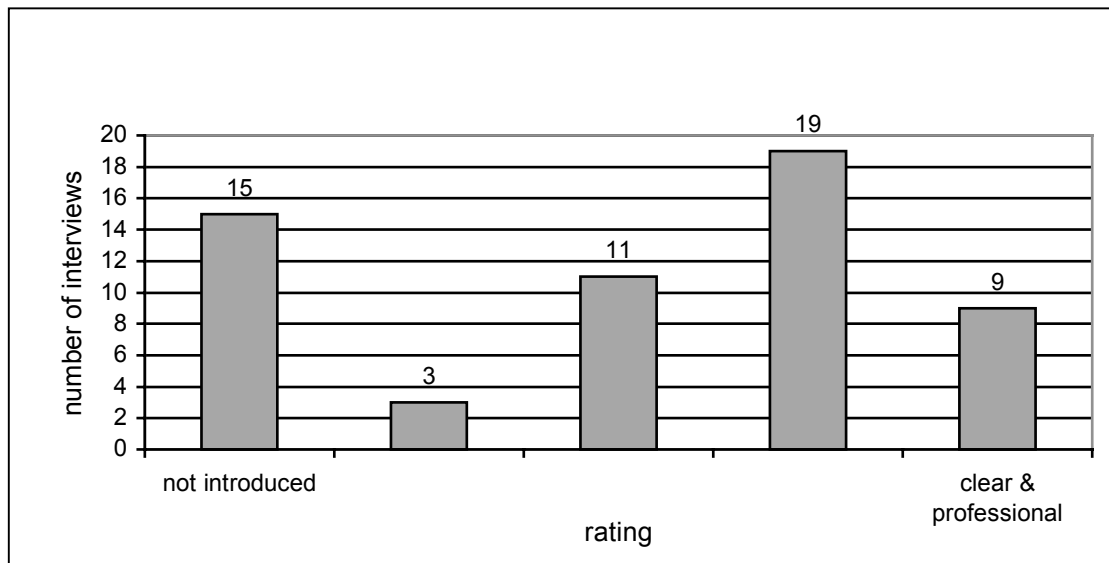
Figure 4.3 Demonstrating the assessment of planning and preparation



4.3.2 Engage and Explain - overview

In interviews with suspects interviewers are required to provide a range of information at the start of the interview. The initial information usually consists of date, time and place of interview. In interviews of witnesses/victims this information was given in approximately two-thirds of the interviews conducted (date = 59%; time = 55%; location = 60% of interviews it was given). Interviewers then tended to introduce themselves (a process rated on a 5 point scale). The mean score for this behaviour was 3 with 26% of interviewers not introducing themselves at all. (See Figure 4.4).

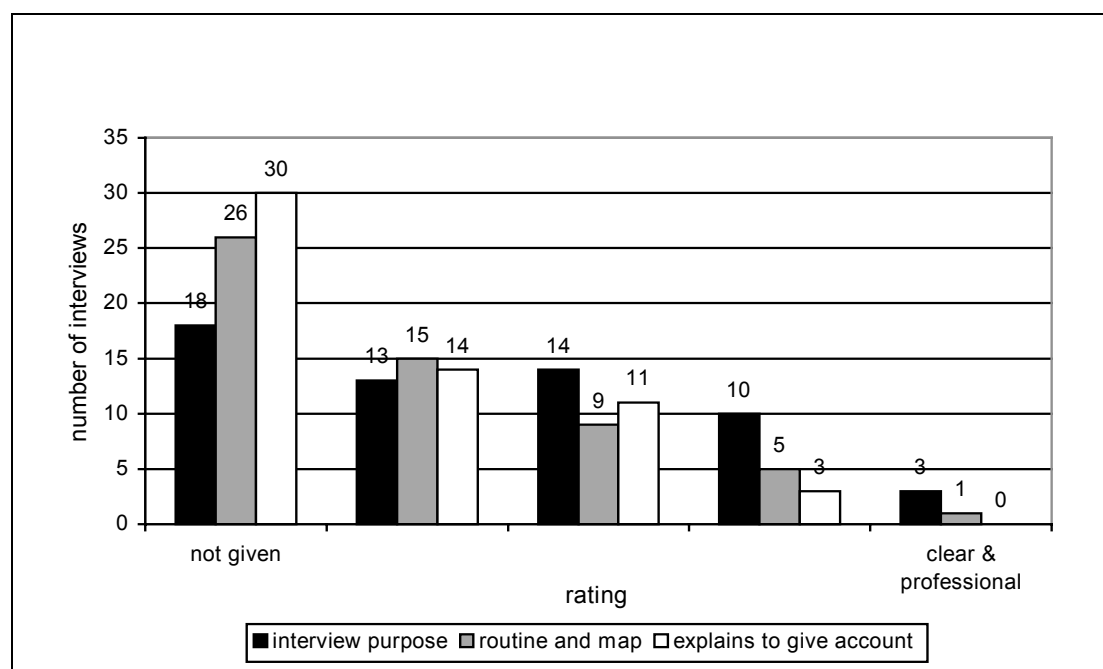
Figure 4.4 Assessment of interviewers introduction of self



In addition, it was found that the interviewers were not introducing everyone present in 38% of the interviews.

The next phase of engage and explain should include an outline of the ground rules and processes to be expected by the interviewee. The following three interview behaviours were examined; (i) explains interview purpose; (ii) provides details of routine and route map; and (iii) explains that the interview is an opportunity for the interviewee to give their account. Figure 4.5 illustrates that none of these behaviours were used appropriately in the majority of the interviews assessed and in many cases the information was not provided at all. All three behaviours were rated below the scale mean; the interview purpose mean = 2.4; routine and route map mean = 1.9; and explains that the interview is the opportunity to give their account mean = 1.8.

Figure 4.5 Demonstrating engage and explain behaviours



The final behaviour examined during this phase of the interview was rapport development, which has been demonstrated in much research to be an essential element of an interview with a witness/victim of crime. The raters were instructed to give this rating at the end of the interview, as rapport development is a continual process throughout an interview. In 40% of interviews it was deemed that no rapport was established at all (mean = 2.0). Indeed, one rater noted that the interviewer came across like “it was just another statement, no personal rapport with victim”.

4.3.3 Account - overview

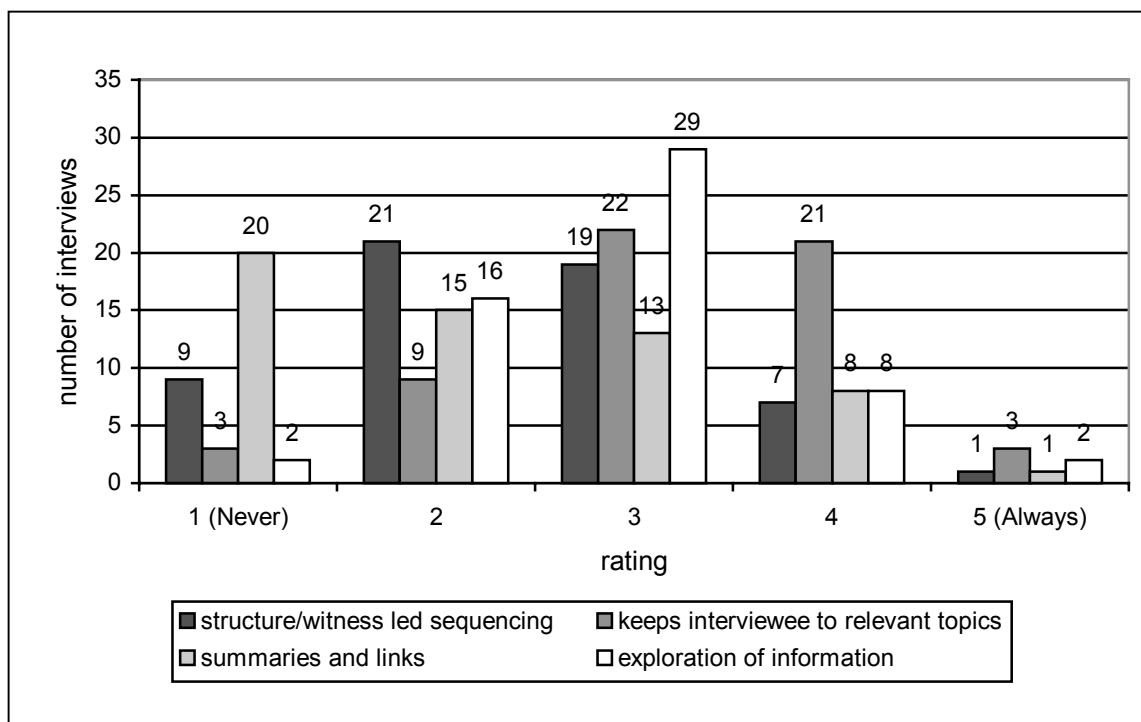
The PEACE model provided two methods of obtaining an interviewee account, the cognitive interview (CI) and conversation management (CM). Both methods advocate that having explained the outline of the interview, the interviewee should be encouraged to give their account of events in an uninterrupted manner. The interviewer then breaks this account into small topic areas which are examined in a logical sequence to elicit more detailed information, whilst dealing with any difficulty which may arise.

It was found that in the interviews with witnesses and victims minimal effort was made to encourage the interviewee to give their own account of the event (mean = 2.2), with 62% of interviews being rated as one (never encourages) or two (little encouragement) on the five-point scale. This was also reflected in the large number

of interviewers who were found by the raters not to have obtained a full account from the interviewee (Figure 4.6). Similarly, in almost half the interviews (47%) it was seen that there was little topic development (mean = 2.5). When difficulty arose however, the interviewers were more likely to maintain the interview with witnesses and victims than become flustered and close it (mean = 3.0).

Six other behaviours were examined in the account phase of the interviews which are related to topic development; (i) appropriate structure and witness led sequencing (mean = 2.5); (ii) keeps interviewee to relevant topics (mean = 3.2); (iii) summarises and links (mean = 2.2); and (iv) exploration of information (mean = 2.9). As can be seen from figure 4.6 the interviewers in this sample were more likely to keep the interviewee on topic and explore the information that they provided than they were to use an appropriate structure and witness led sequencing or use summaries and links.

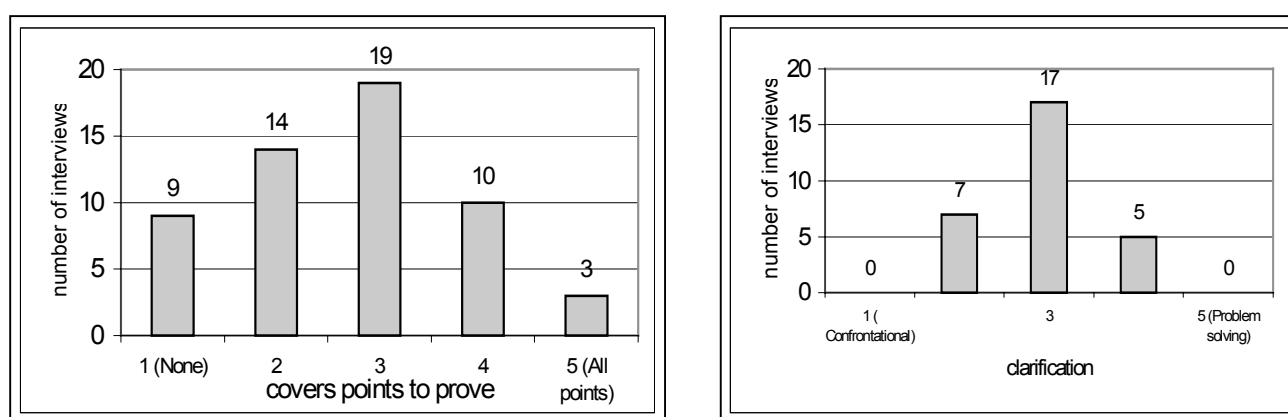
Figure 4.6 Illustrates account behaviours



Two further areas of the account to be assessed were the manner in which clarification was sought (mean = 2.9) (that is, whether it was problem solving (5) or confrontational (1)) and the extent to which the points to prove (mean = 2.7) were

covered (all (5) to none (1)). The responses are shown in figure 4.7 and at first sight both criteria appear to demonstrate a normal distribution, however it must be noted that ideally all points to prove an offence should be covered when interviewing a potential victim or witnesses. In this sample 43% (n = 23) of the interviews were rated as not having covered the points to prove very well.

Figure 4.7 Assessment of clarification and points to prove

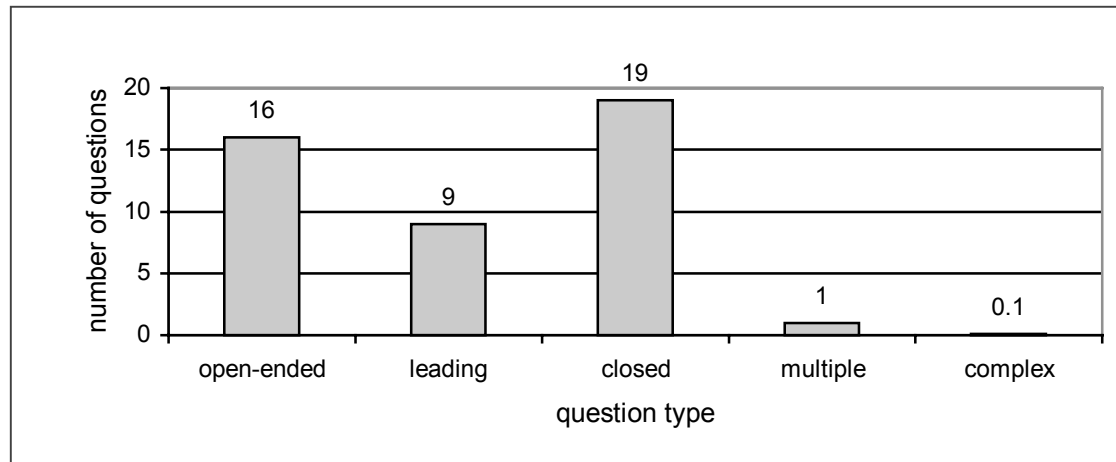


Certain behaviours related to questioning termed questioning skills, were examined across the interview. Firstly, raters were asked to assess the use of questions across the whole interview (mean = 2.5). Fifty-seven percent of interviewers were deemed to score 1 or 2 on the 5 point scale (i.e. were deemed to never or almost never use appropriate questions in the interview).

Indeed from figure 4.8 it can be seen that the majority of interviewers use closed questions (range = 0 - 84). This was followed in terms of frequency of usage by open-ended (range = 1 - 78), and leading questions (range = 0 - 43). Nevertheless, of all questions asked the majority were judged as appropriate questions (57%) as opposed to poor questions (43%). Despite this, there are a large number of leading questions being posed in investigative interviews with witnesses and victims of crime. It is interesting to note that on average 45 questions are being asked per interview. When bringing the mean interview length into the equation it can be seen that a question is posed on average every minute of the interview. Indeed, this was noted by a number of the raters who commented, for example: *“rapid-fire Q-A session to a victim who could not cope”*. One interviewer actually described the process as: *“not an interview as such, I am just taking a statement off you”* - this was to a highly traumatised victim. The predominant use of closed questions and the view that

interviewers were *'just taking a statement'*, indicates that interviews were clearly highly interviewer driven, with a confirmatory bias.

Figure 4.8 Demonstrates overall mean use of question type per interview



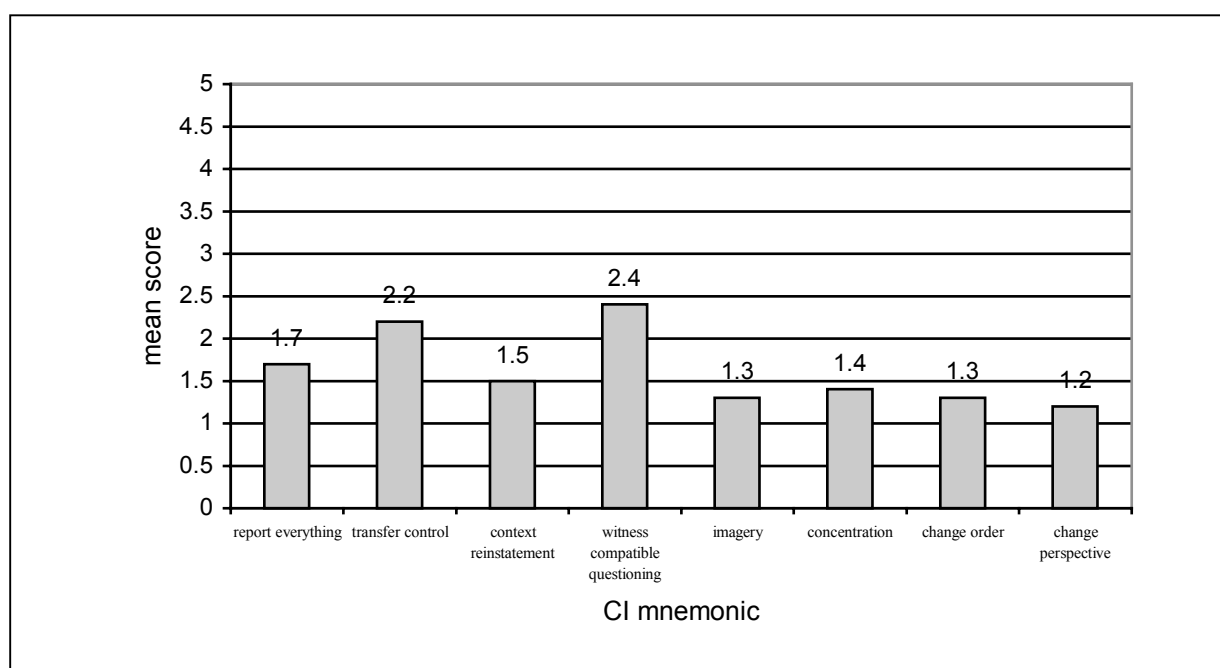
Five other behaviours were examined in the interviews. There was little evidence of using statements (mean = 1), overtalking (mean = 0.6), and interrupting the interviewee (mean = 1). The opposite of interruptions, is to allow for pauses within an interview (mean = 2.2). The use of pauses is thought to be crucial to a successful interview. However, this behaviour was not believed to be carried out appropriately in the interview. Indeed in 47% of interviews it was deemed that no pauses were allowed for (or a score of 1 or 2 were given on the rating scale).

It is also appropriate to use the interviewee's own words/level of language as far as is possible when structuring the questions to be posed (mean = 2.8). This questioning skill was assessed to be appropriately conducted in only 26% of the interviews assessed (scoring 4 and 5 on the 5 point scale).

The two models of interviewing incorporated into the PEACE framework, conversation management (CM) and the cognitive interview (CI), were assessed for the extent to which they were put into practice in the workplace. Overall, CM (mean = 2.1) was used more frequently than the CI (mean = 1.7). However, neither were put into full use. Indeed, it was deemed that there was no evidence of the CM model in 64% of interviews, and no evidence of the CI in 83% of interviews.

As the CI was originally developed for interviewing witnesses and victims its individual components were broken down to see which of the CI mnemonics were being used. Figure 4.9 demonstrates the use of each of the CI components. As can be seen none of the eight components were used very often within the interviews assessed.

Figure 4.9 To demonstrate overall mean use of the cognitive interview mnemonics

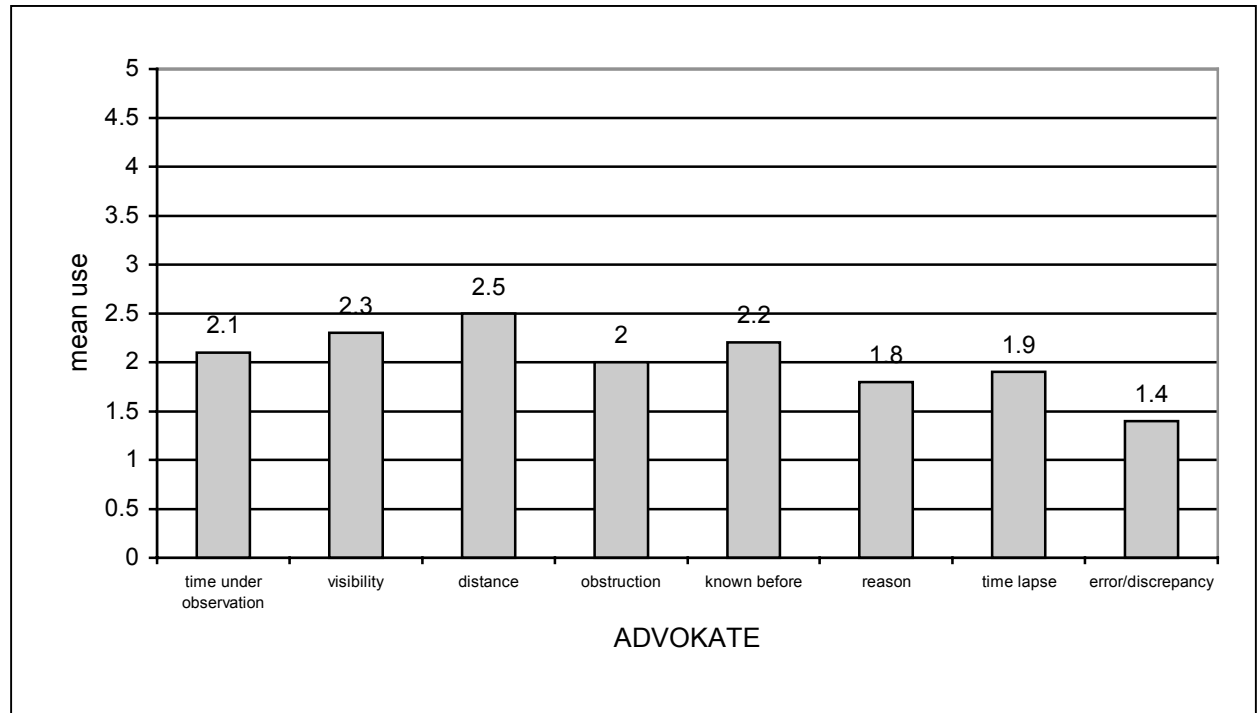


In addition to the structure of an interview it is important to consider the impact an interviewer has on the outcome of an interview. Five interviewer characteristics were examined and on the whole the interviewers were seen to be confident (mean = 3.9), with good communication skills (mean = 3.6). The interviewers had average ratings for open-mindedness (mean = 3), flexibility (mean = 3), and active listening skills (mean = 2.9). About 25% of interviewers were rated below the mean for open-mindedness and flexibility and this rose to 36% for active listening.

Finally, R v Turnbull [1979] provided guidance on issues that should be considered when obtaining witness accounts, often referred to by the mnemonic ADVOKATE. Raters were asked to examine whether the use of ADVOKATE was appropriate. It was deemed that when required it was appropriately examined in 67% of the interviews. Each of the eight components of ADVOKATE was then examined for

quality of exploration. Figure 4.10 shows that on the whole none of the areas of ADVOKATE was explored.

Figure 4.10 Demonstrates the overall mean use of ADVOKATE

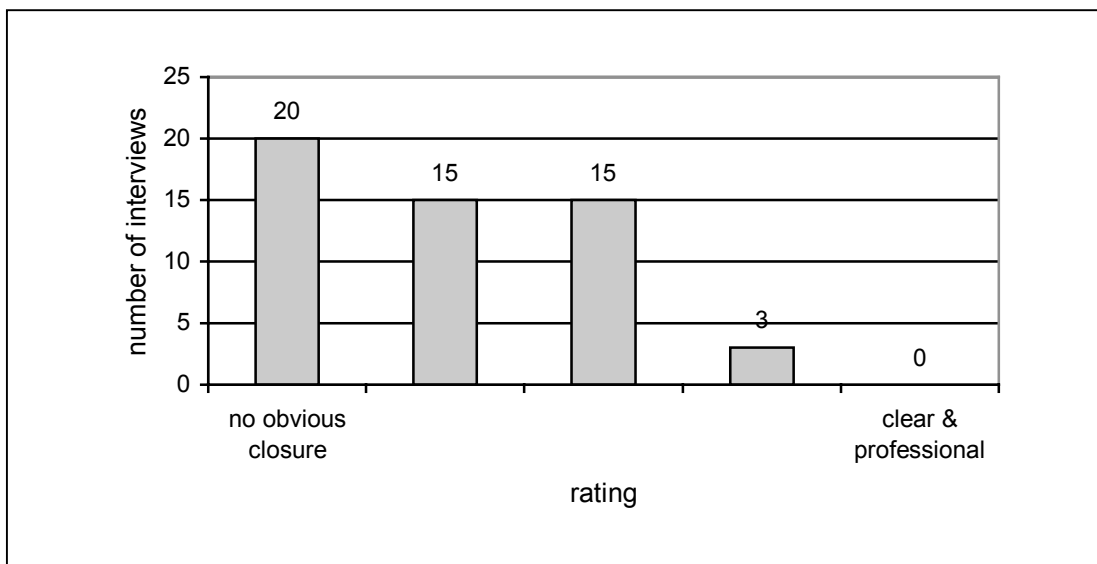


4.3.4 Closure

A number of behaviours which are deemed good interview practice, and common courtesy to note when finishing the interview, were examined. The first concerns whether the interviewer summarised the interview (mean=2.3). This was not seen to be done in 59% of the interviews. It is also good practice to ask the interviewee if there is anything they would like to add or alter. This was asked in the minority of interviews (38%). In addition, the interviewee should be given details of how to give more information. Only in a very small proportion of the interviews (9%), did this happen. The interviewers also did not explain very well to the interviewee what would happen next (mean = 1.6). Indeed, they only attempted to do this in 17% of interviews. Even the simple tasks of recording the date (27%) and time (48%) were omitted in the majority of cases. As a result, overall closure was rated very low (mean=2.0). Figure 4.11 demonstrates this. The raters commented on the lack of closure in the following manner, “(the interview was) spoilt by lack of closure”, “Own agenda, abrupt finish, the interviewer did not believe the witness”, and “in a hurry (the

interviewer), no enthusiasm, q-a session, and had to ask victim's name on several occasions”;

Figure 4.11 Illustrates the overall view of closure

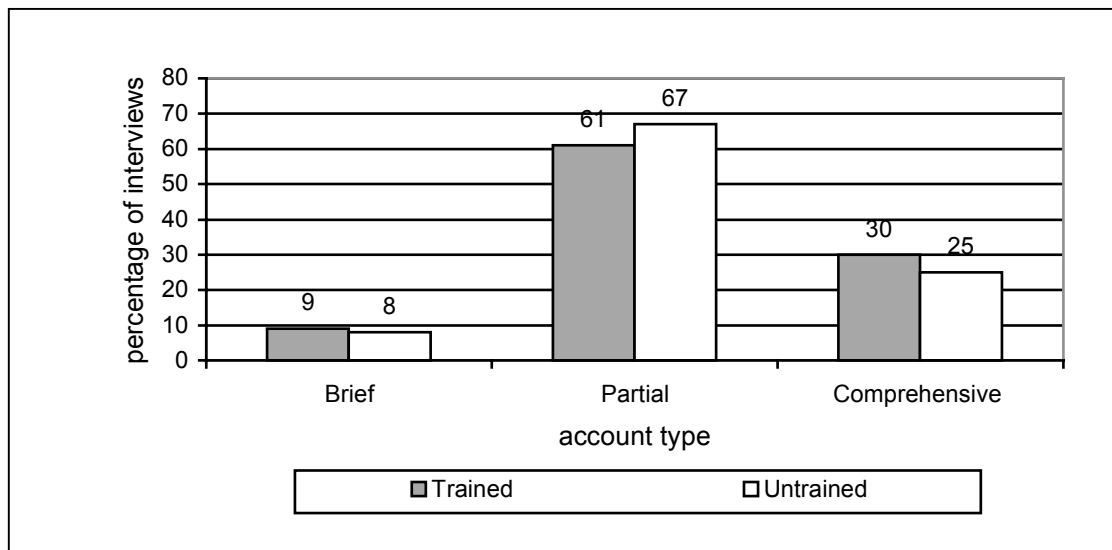


4.4 Training

Forty-four of the interviews were conducted by PEACE trained interviewers, whereas fourteen of the interviews were conducted by officers who were not trained in the PEACE model of interviewing. Analysis was conducted to examine whether there was a significant difference across all the above mentioned interview behaviours for those trained in the PEACE model of interviewing and those who were not.

There were no significant differences for interview length when comparing trained and untrained officers. This pattern was also found with the outcome of the interview where overall there were no significant difference for those officers who were trained compared to those who were not. Figure 4.12 displays the outcomes of the interviews as a function of training.

Figure 4.12 Showing interview outcome as a function of training (as a percentage)



Similarly there were no significant differences for those officers who were trained compared to those who were not for the overall assessment of the interview. Trained and untrained interviewer groups both had about half rated as in need of training and the other half as satisfactory. Only two interviewers (both trained) were rated as skilled.

In contrast to interviews conducted with the suspects of crime (see section 3), whether or not an officer had been trained in PEACE had no significant effect at all on the behaviours measured for this study. In particular there was no better; (i) planning and preparation for the interview; (ii) engaging the interviewee in conversation and explaining the interview; (iii) obtaining an account (including questioning skills); (iv) use of the interview models and ADVOKATE; (v) closing the interview; or (vi) individual characteristics of the interviewer. Unfortunately, these findings appear to add weight to the criticism that PEACE training focuses on interviews with suspects. They are also in line with previous research by George (1991) which found problems when the CI or CM were trained to obtain an account during the same training course.

4.5 Supervision

Forty six of the interviews came from forces which had a supervision policy in place and twenty nine from a force that did not have a supervision policy. However, it must be noted that all supervision policies concern the supervision of interviews with

suspects only and not one force had a supervision policy which included interviews with witnesses/victims. Having said this analysis was conducted to see whether supervision policy *per se* was related to interviews with witnesses/victims of crime and whether there were any interaction effects with whether or not officers were PEACE trained.

There were no significant differences for interview length across officers in forces with and without supervision policies. However, there was a significant interaction effect found for supervision and training ($F_{1,44} = 4.364, p < 0.04$) for total interview length (including statement taking). This indicated that untrained officers in forces without a supervision policy conducted interviews which were significantly shorter. (See table 4.5).

Table 4.5 To show interview length as a function of PEACE training and supervision

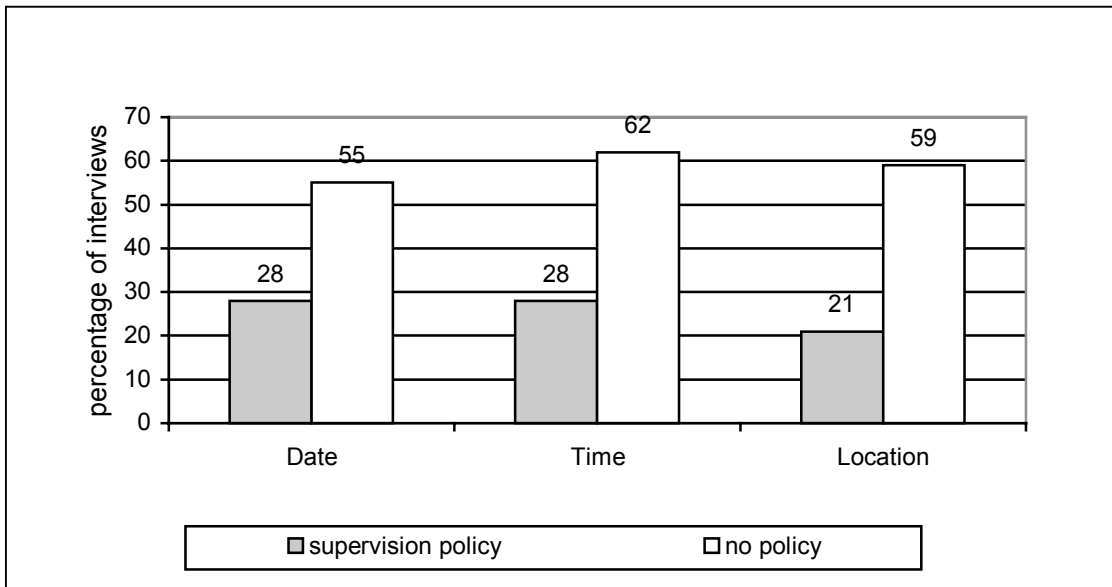
Supervision policy	Trained	Untrained
In place	44.6 (21.5)	54.7 (24.5)
None	55.0 (26.8)	29.0 (05.4)*
* Significant interaction effect		

Overall, there were no significant differences for those officers who were from forces where there was a supervision policy compared to those who were not for the outcome of the interview. Similarly, there were no significant differences as a function of supervision for overall assessment of the interview. Nor was there a significant difference found for planning and preparation as a function of supervision.

4.5.1 Engage and explain

It was found that where there was no supervision policy in place interviewers were significantly less likely to record the date (three times less, Coef = 1.169, $p < 0.04$), time (four times less, Coef = 1.398, $p < 0.02$) and location (five times less, Coef = 1.687, $p < 0.006$) at the start of the interview. Figure 4.13 demonstrates this.

Figure 4.13 To show percentage of interviews, which did not record date/time/location at the start of the interview as a function of supervision



It was also found that officers from forces where there was a supervision policy were rated as significantly more competent at introducing themselves at the start of the interview than those officers from forces where no supervision policy was in place. In addition, there was a significant interaction effect of supervision and training, where it was found that untrained officers where there was no supervision policy were significantly poorer at introducing themselves (see table 4.6).

Table 4.6 Shows introduction of self as a function of PEACE training and supervision

Supervision policy	Trained	Untrained
In place	3.2 (1.4)+	4.3 (0.9)+
None	2.8 (1.4)	1.5 (1.0)*
+Significant difference supervision/ no supervision $F_{1,49} = 7.39, p < 0.009$		
*Significant interaction effect $F_{1,49} = 4.023, p < 0.05$		

There were no other significant main or interaction effects for this phase of the interview.

4.5.2 Account and closure

There were no significant differences for any of the interview behaviours examined within the account phase of the interview as a function of interview supervision. Nor

were there significant differences for any of the question types, questioning behaviours or interview models examined as a function of supervision.

A similar pattern was found for the remaining areas of assessment with no significant differences found for the quality of: (i) the exploration of ADVOKATE; (ii) the closure; and (iii) any interviewer characteristics, as a function of supervision.

4.6 Witness – victim comparison

Forty-three of the interviews were conducted with witnesses to crime, and thirty-two were with actual victims of crime. Thus, analysis was performed to examine whether or not being a victim or a witness (sometimes known as a bystander) affected the performance of the interviewer.

There were no significant differences for either of the two interview length variables as a function of whether interviews were with witnesses or victims. Nor was there any significant differences for those officers who were interviewing witnesses as compared to those interviewing victims of crime regarding the outcome of the interview. Similarly, there were no significant differences as a function of interviewee type and the overall assessment of the interview.

With two exceptions, which are discussed below, the status of the interviewee in terms of being a victim or witness had no significant effect on the interview process or the interviewer behaviours that were examined. That is for planning and preparation, through engage and explain, obtaining the account and the use of appropriate questions, interview model or ADVOKATE until closure of the interview, there were no significant differences.

The two exceptions are as follows. It was found that when interviewers identified persons all present in the interview, it was significantly less (five times less) likely to be done appropriately in interviews with witnesses (in 81% of interviews) than victims (in 47% of interviews) (Coef = 1.549, $p < 0.01$). At the end of the interview, it was found that when interviewers recorded the date they were significantly less (four

times less) likely to be do this in interviews with witnesses (in 40% of interviews) than victims (in 16% of interviews) (Coef = 1.234, $p < 0.05$).

4.7 Interviewing Skills

The fourth level of assessment examined in this research was the overall skill level rating given by the assessors for the whole interview. Three levels of assessment were used in the analysis; whether the interviewer was assessed as, 'requiring training' or 'satisfactory' or 'skilled'. An analysis of the data by level of skill highlighted a number of behaviours which differentiated between skill levels (see also Bull and Cherryman, 1995).

The total length of interviews conducted by 'satisfactory' interviewers (mean = 55.5) was significantly longer ($F_{2,48} = 3.11$, $p < 0.05$) than by those rated as requiring training (mean = 39.7). (The reason why there was no significant difference for skilled interviewers is that there were only 2 in the sample). This pattern was also found for the outcome of the interview. Converting skills level to a score, with the higher score equating to the best skill level, it was found that there was a significant difference across interview outcome and level of skill attributed to the interviewer ($F_{2,52} = 7.8$, $p < 0.001$). Those interviewers who elicited a comprehensive account (skills mean = 2) from the interviewee were rated as having higher skills levels than those who were thought to elicit a partial account (skills mean = 1.4) or a brief account (skills mean = 0.4) from the interviewee. (Again, we should note that the overall skill rating may not be independent of the specific skills ratings).

There were no significant differences, as a function of skill, for planning and preparation.

4.7.1 Engage and Explain

It was found that interviewers rated as 'satisfactory' explained the purpose of the interview, and the routine and route maps of the interview significantly better than those rated as 'requiring training'. However, it should be noted that the routines and route maps of the interview were all rated well below average regardless of skills level. In addition, it was found that rapport was better developed by 'skilled' and

'satisfactory' interviewers compared to those in 'need of training'. Table 4.7 gives the means for these behaviours.

Table 4.7 Showing engage and explain behaviours as a function of interviewer skill level

	Skilled	Satisfactory	Needs training
Interview purpose	3.5	2.8+	2
Routines and route maps	2	2.3+	1.5
Rapport	3.5+	2.3+	1.7
* Significant difference with satisfactory			

The other behaviours examined within this interview phase did not significantly differentiate between skill level.

4.7.2 Account

There were significant differences between all three levels of skill throughout the account phase of the interview. Encouragement of the interviewee to give their account was conducted better by interviewers rated as 'skilled' and 'satisfactory' compared to those 'requiring training'. Development of topics was significantly more apparent in interviews conducted by 'skilled' and 'satisfactory' interviewers compared to those in 'need of training'. Similarly 'skilled' and 'satisfactory' rated interviewers were more effective at dealing with difficulty within the interview than those in 'need of training'. Table 4.8 displays the mean scores for these behaviours.

Table 4.8 Illustrates overview of the account phase by level of skill

	Skilled	Satisfactor	Needs trainin
Appropriate structure/ logical sequence	4+	2.9+	2
Development of topics	4+	2.7+	2
Keeps interview to relevant topics	3.5+	3.5+	2.9
Encouragement to give their version of events	4+	2.6+	1.7
Exploration of account	4+	3.2+	2.4
Cover points to prove	3.5	3.1+	2.3
Dealing with difficulty	4+	3.3+	2.3
Use of interviewees own words	3.5+	3+	2.4
Use of pauses and silence	3+	2.6+	1.7
Extending and clarifying responses	0.6	34.6+	45
+ Significant difference with needs training			

It was also found that 'skilled' and 'satisfactory' interviewers used a more appropriate structure and logical sequence of questioning within the interview and explored

forthcoming information in more in-depth compared to those in 'need of training'. Those rated as 'satisfactory' were also more likely to keep the interviewee to relevant topics, and cover the points to prove an offence than those in 'need of training'. In addition, it can be seen in table 4.7 that those interviewers rated as 'skilled' and 'satisfactory' were better at framing the questions using the interviewee's own words and pausing during the interview than those in 'need of training'. Whereas, those who were thought to 'require training' used more extension/clarifications than those who were rated as 'satisfactory' interviewers.

The questioning skills and use of question types were also found to differ by level of skill. Overall 'skilled' and 'satisfactory' interviewers were rated as being significantly more skilled at using questions within the interview. From table 4.8 it can be seen that those interviewers rated as 'satisfactory' asked fewer leading questions, fewer inappropriate closed questions, and fewer multiple questions, than those in 'need of training' (i.e. asked less poor questions). However, they also asked fewer open-ended questions. 'Skilled' interviewers asked far more appropriate closed questions and more good question types overall compared to either those interviewers rated as 'satisfactory' or in 'need of training'. Table 4.9 shows the mean number of questions asked as a function of skill level.

Table 4.9 To demonstrate overall mean use of question type per skill level

	Skilled	Satisfactory	Needs training
Total good questions	60†	19+	29
Total poor questions	11	10	30
Open questions	30	11+	20
Leading questions	9	4+	15
Closed questions – appropriate	30†	9	8
Closed questions - inappropriate	1	5+	13
Multiple questions	0.5	0.3+	1.9
+ Significant difference with needs training			
† Significant difference with satisfactory and needs training			

When it came to the use of the two methods for obtaining an account it was found that those officers rated as 'skilled' and 'satisfactory' were more likely to show evidence of conversation management in their interviews than those in 'need of training'. In addition, those rated as 'satisfactory' were more likely than those in 'need

of training' to use the CI when interviewing witnesses and victims of crime. However, as shown by table 4.10 neither method was well used regardless of skills level.

Table 4.10 Showing the use of CI and CM as a function of skills level

	Skilled	Satisfactory	Needs training
Use of conversation management	3.5+	2.4+	1.7
Use of cognitive interview	2.5	2+	1.3
Report everything	2.5+	2.1+	1.2
Transfer control	4+	2.8+	1.5
Context reinstatement	2.5+	1.8+	1.1
Witness compatible questioning	4+	2.8+	2
Imagery	1.5+	1.5+	1
Urge witness to concentrate	2.5+	1.7+	1
Change order	2.5+	1.4+	1
Change perspective	2.5+	1.3+	1
+ Significant difference with needs training			

The CI was further sub-divided into its constituent components and these were examined individually. It can be seen that those interviewers deemed 'skilled' and 'satisfactory' ' were significantly more likely to give the report everything instruction; transfer control of the interview instruction; use context reinstatement; use witness compatible questioning; imagery; ask the interviewee to concentrate; use the change order instruction, and the change perspectives instruction. However, it must be noted that apart from transfer control and witness compatible questioning, by 'skilled' interviewers, the means were all below the median for the scale.

Interviewer characteristics also have an impact on the interview process. Three of those examined distinguished between level of skill in the expected direction; (i) open-mindedness; (ii) flexibility; and (iii) communication skills. Table 4.11 demonstrates this.

Table 4.11 Shows interviewer characteristic as a function of interviewer skill level

	Skilled	Satisfactory	Needs training
Open –mindedness	4+	3.5	2.7
Flexibility	4+	3.3	2.9
Communication skills	4+	3.9	3.3
+ Significant difference with needs training			

Only those interviews where it was deemed that ADVOKATE was used appropriately were examined in this analysis. Overall there were no significant differences in the appropriate use of ADVOKATE across skill level. However, it was found that 4 of the 9 elements which constitute ADVOKATE did differ across the skills levels. These were time under observation; reason for remembering; time lapse; and error/discrepancy. Table 4.12 shows this effect.

Table 4.12 Showing use of ADVOKATE as a function of interviewer skill level

	Skilled	Satisfactor	Needs training
Time under observation	3.5†	2.2	1.8
Reason for remembering	4.5†	1.8	1.2
Time lapse	4.5†	1.8	1.6
Error/ discrepancy	4†	1.5	1.2
† Significant difference with satisfactory and needs training			

4.7.3 Closure and interviewer characteristics

There were no significant effects of skill level on any of the factors examined within this phase of the interview.

4.8 Crime Seriousness

There were originally 75 interviews, 17 serious crime and 58 volume crime. However, some of the volume crime interviews were conducted by untrained interviewers (whereas all of the serious crime interviews were by trained officers) thus for a true comparison to be made the interviews conducted by untrained officers of volume crime witnesses/victims were excluded from this part of the data analyses. This resulted in 17 serious cases and 44 interviews concerning volume crime, a total of 61 interviews.

4.8.1 Interview length

According to police officers themselves a major factor as to why full interviews cannot be conducted concerns time and resources. This is why interview length was examined here comparing interviews of serious with those of volume crime.

There was a significant duration effect of crime seriousness ($F_{1,53} = 145.87$, $p < 0.0001$; serious crime mean = 93 (39.254) volume crime mean = 10.4 (11.01)). Interviews took much longer in the serious cases. In all serious cases no statement

was taken at the time of the interview. Instead the officer went away after the interview and drew up a statement directly from the audio recording of the interview. The resultant statement was then taken back to the interviewee at a later date for the interviewee to go through and sign. This practice is good practice for a number of reasons (see discussion).

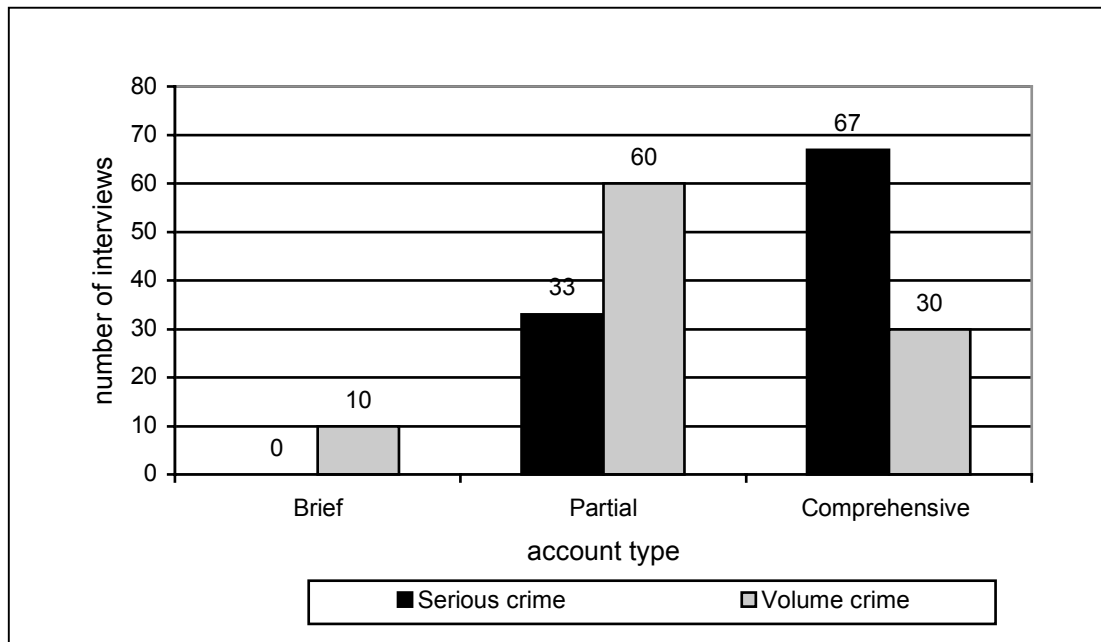
When examining the total interview length (including the statement taking) the interviews of serious crime interviewees still took longer ($F_{1,53} = 23.346$, $p < 0.0001$; serious mean = 93.00 (39.254) volume crime mean = 50.87 (24.756)). Thus, although on average for bulk crime the interview (without statement taking) lasted approximately 10 minutes, when incorporating taking the statement from the interviewee this increased to 50 minutes, on average. The interviewers for bulk crime are only spending 19% of the interview actually interviewing the interviewee, and in a large number of interviews interviewing as such was non-existent, it was a statement taking exercise.

One rater noted that *“the biggest impact listening to the tapes was the silence when the officers were writing the statement and the effect this had on the witness. You could hear them sighing and making other noises of boredom”*. Similar comments were noted by a number of the raters remarking on many of the interviews assessed. For example: *“very long pauses and irrelevant chat during the statement taking and also watching the TV during the process”*.

4.8.2 Interview outcome and overall interview assessment

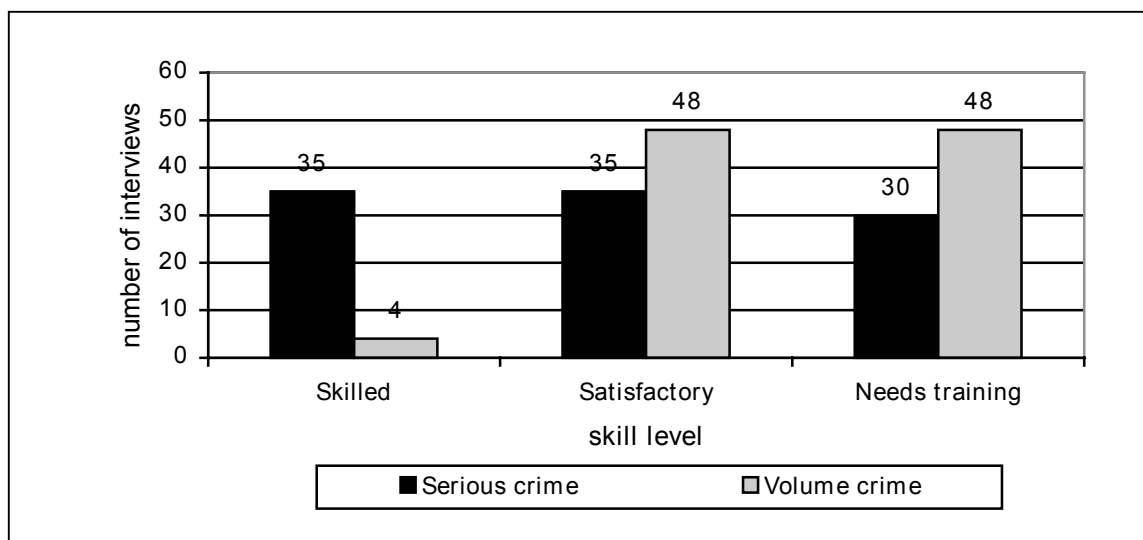
It was found that there were significantly more comprehensive accounts elicited in interviews with witnesses to serious crime than bulk crime ($R = 2.1$, $p < 0.03$). With 67% ($n = 15$) of serious crime interviews being rated as providing comprehensive accounts, whereas only 30% ($n = 13$) of the bulk crime interviews were rated in this category. In the main (60%, $n = 26$) bulk crime interviews with victims and witnesses were assessed as eliciting only partial accounts. Furthermore, 10% were rated as brief ($n = 4$) (no serious crime interviews were rated as brief). Figure 4.14 shows interview outcome as a function of crime seriousness.

Figure 4.14 To show interview outcome as a function of crime seriousness (as a percentage)



Similarly, (and as would be expected) more of the serious crime interviewers were considered as having a higher level of skills than the bulk crime interviewer ($R= 2.5$, $p<0.01$). However, as can be seen in figure 4.15, the skill range of the interviewers of serious crimes spread evenly across the assessment scale. Nevertheless, the skill range for bulk crime interviews was distributed across the bottom end of the scale. Indeed only 4% ($n = 2$) of the bulk crime interviews were rated as being conducted by skilled interviewers compared to 35% ($n = 6$) of the serious crime interviews.

Figure 4.15 Shows interview skill level as a function of crime seriousness



No significant differences were found for planning and preparation as a function of crime seriousness.

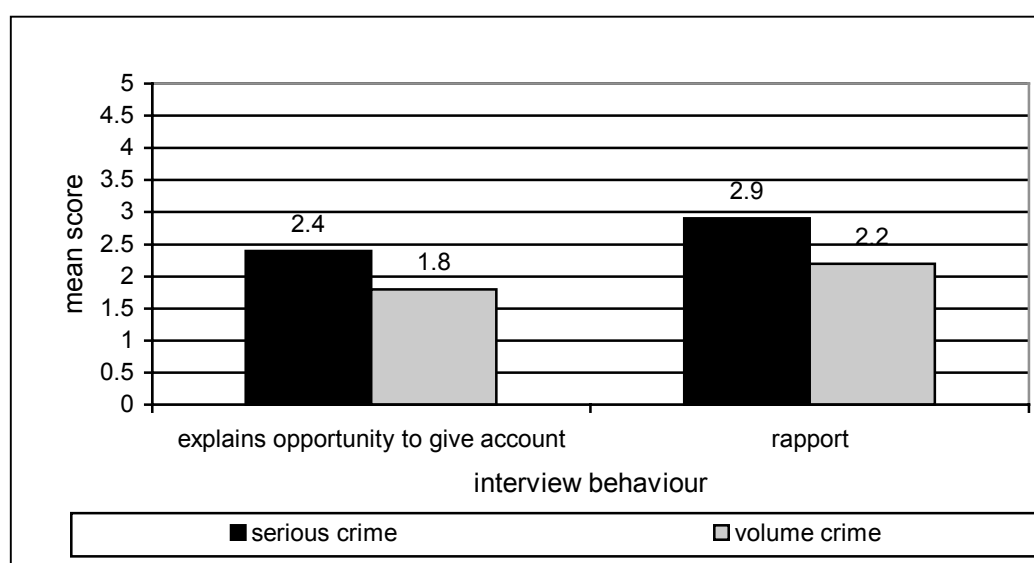
4.8.3 Engage and Explain

During the engage and explain phase it was found that interviewers of volume crime interviews were significantly less likely (six times) to record the date (Coef = 1.74, $p < 0.03$), and time (five times less likely, Coef = 1.63, $p < 0.02$) at the start of an interview than bulk crime interviewers.

It was also found that officers interviewing witnesses and victims of serious crime (mean = 4) were rated as significantly more competent at introducing themselves at the start of the interview than those officers (mean = 3) interviewing witnesses/victims to volume crime ($F_{1,59} = 7.39$, $p < 0.009$). In addition, interviewers with witnesses to volume crime were also significantly less likely (five times) to identify all persons present in the interview (Coef = 1.65, $p < 0.04$) than those interviewing witnesses/victims of serious crime.

When explaining the purpose of the interview it was found that interviewers of serious crime were rated as being significantly more competent at explaining that the interview is an opportunity to give their account ($F_{1,59} = 5.5$, $p < 0.02$) and built better rapport ($F_{1,59} = 7.3$, $p < 0.009$) than interviewers of volume crime. Figure 4.15 displays these findings.

Figure 4.16 Shows engage and explain behaviour as a function of crime seriousness



None of the other behaviours examined within this interview phase significantly differentiated between crime seriousness.

4.8.4 Account

There were significant differences between interviewers of serious and volume crime throughout the account phase of the interview. Encouragement of the interviewee to give their account was performed better by interviewers of serious crime compared to those interviewers of volume crime. Serious crime interviewers maintained a more professional air when confronted with difficulty. Table 4.13 displays the mean scores for these behaviours.

Table 4.13 To show account interview behaviours as a function of crime seriousness

	Serious Crime	Volume Crime
Encouragement to give account	3.5+	2.3
Deal with difficulty	3.8+	3
Appropriate structure and logical sequence	3.2+	2.4
Exploration of information	3.8+	2.9
Keeps interviewee to relevant topics	3.8+	3.1
Clarification	3.5+	2.9
+ Significant differences		

It was also found that interviewers in serious cases used a more appropriate structure and logical sequence of questioning within the interview and explored forthcoming information in more depth compared to those interviewing witnesses/victims of volume crime. The serious crime interviewers were also more likely to keep the interviewee to relevant topics, and when required, clarification was dealt with in a problem-solving manner (as opposed to being confrontational).

An examination of the methods used to obtain information from the interviewees found that there was more evidence of the conversation management style of interviewing in more serious cases (mean = 2.9, $F_{1,59}=4.3$, $p<0.04$) than in volume crime interviews (mean = 2.1). However, there were no differences as a function of crime seriousness for the use of the CI or any of its components.

When considering the use of questions, interviewers of witnesses to serious crime were rated overall as being significantly more skilled. From table 4.14 it can be seen that in interviews for serious crime more open-ended questions, more appropriate closed questions, more multiple questions, and more complex/long questions were asked than in those for volume crime.

Table 4.14 Illustrating use of questions by crime type

	Serious Crime	Volume Crime
Use of questions	3.1+	2.5
Open ended	58+	13
Appropriate closed questions	49+	11
Long/ complex questions	0.5+	0.1
Multiple questions	2.7+	1.2
Statements	6.1+	1.4
Total good	106+	27
Total poor	39+	21
Use of interviewee's own words	3.3+	2.9
Use of pauses	3.9+	2.2
+ Significant difference		

As can be seen in table 4.14 three other questioning behaviours were found to differentiate between interviews as a function of crime seriousness. Interviewers of serious crime witnesses were more likely to frame their questions using the interviewee's own words and make more appropriate use of pauses during the interview. However, when it came to the use of statements in the interview, significantly more were made during interviews with the witnesses to serious crime compared to those with witnesses/victims of volume crime.

Analysis to examine the appropriate use of ADVOKATE determined that there was no overall significant differences as a function of crime seriousness. However, it was found that three of the nine elements, which constitute ADVOKATE, were distinguished by crime type. These were (i) visibility; (ii) obstruction, and (iii) error/discrepancy. Table 4.15 shows the means for these effects. (Only those interviews where it was deemed that ADVOKATE was used appropriately were examined in this analysis).

Table 4.15 Illustration the use of R v Turnbull as a function of crime seriousness

	Serious Crime	Volume Crime
Visibility	3.4+	2.1
Obstruction	3.3+	1.9
Error/ discrepancy	4+	1.5
+ Significant difference		

Finally, in relation to interviewer characteristics it was found that interviewers in serious cases were more self-confident, listened to and explored in more depth the interviewee's account, were more flexible, used clearer and more appropriate speech, and used more active listening strategies than interviewers in volume crime cases. Table 4.16 demonstrates this.

Table 4.16 Shows interviewer characteristics as a function of crime seriousness

	Serious Crime	Volume Crime
Self confidence	4.4+	3.9
Open mindedness	3.7+	3.1
Flexibility	3.8+	3.1
Communication skills	4.2+	3.6
Active listening	3.8+	2.9
+ Significant difference		

4.8.5 Closure

There was only one significant difference for any of the factors examined within the closure phase of the interview as a function of crime seriousness. This showed that volume crime interviewers were significantly less likely (four times less) to inform witnesses of how they could subsequently provide further information (Coef = 1.5, $p < 0.05$) than serious crime interviewers.

4.9 Interviews with victims and witnesses - summary

Overall it can be seen that fewer PEACE interviewing skills were observed in the interviews with victims and witnesses than in the interviews with suspects. Indeed, the interviews with witnesses and victims generally were not as well conducted as those with suspects. As one of our raters noted "*these were of a much lower standard than the suspect tapes, in that there were far more leading questions*

asked, most of the interviewers did not allow the witnesses to tell their account, and the interviews were mainly police led, unstructured and not planned. I felt in most interviews the witness had a lot more to tell".

Training and not surprisingly supervision had little impact on the resultant interviews. Interestingly in the interviews with witnesses to murder the interviewers seemed more attuned to the PEACE interviewing model. Whether this is due to the time afforded for interviews concerning serious crime, or the skill of the interviewer is not clear from the data.

5 DEVELOPMENT OF AN ASSESSMENT INSTRUMENT

Currently the National Crime Faculty provides an assessment instrument to be used by supervisors known as the 'Supervisors Check List'. This takes the form of Yes/No tick boxes with some space for comment. There is no guidance as to what constitutes good or poor performance. The present project, in order to try to improve the consistency of rating investigative interviews, developed a Behaviourally Anchored Rating Scale (BARS). The development process followed that proposed by Smith and Kendell (1963) whereby subject matter experts identify the dimension of assessment together with examples of good and poor behaviour which are then anchored to a rating scale.

5.1.1 Procedure

Representatives from every police force in England and Wales were invited to participate in one of two workshops to develop the scale. Thirty-three forces from England and Wales participated (77% of all forces). Half of the representatives attended on day 1, where the dimensions for assessment of a PEACE interview were identified by four groups facilitated by an independent occupational psychologist. A plenary session was then held to identify an agreed set of dimensions before the four groups went on to identify examples of good and poor behaviours for each dimension.

On the second day the second half of the representatives conducted a re-translation process. Attendees were provided with the nineteen dimensions and 300 behaviours from day 1 and were required to fit the behaviours to the dimensions (once again facilitated by occupational psychologists). Having done this, each group were then rated the behaviours, as good or poor behaviour, on a scale of 1 to 7. The National Police Training Occupational Psychologist, oversaw the whole process.

Subsequently the behaviours were examined and only those which were placed in the same dimension by three of the four groups were kept. These remaining behaviours were further examined to see where they had been anchored on the rating scale. Smith and Kendell (1963) recommended using those behaviours where there was good agreement on the anchor point in the final scale. That is where there was 85% agreement which can be identified by the use of standard deviation (SD). The SD for each behaviour was calculated and only those behaviours with an SD of 1 or less were kept. The assessment instrument was then constructed and sent out

for comment to all of those who participated in the process, plus police officers and academics with knowledge of investigative interviewing.

As a result of the comments and obvious similarities among some dimensions the dimensions were collapsed from nineteen to thirteen. In addition, a number of changes were made to the wording of some behaviours. The resulting rating instrument can be found at Appendix E.

5.1.2 BARS Pilot

A comparison study was conducted to test the consistency of rating using the BARS scale and the Supervisors checklist provided with the PEACE package. A design was used whereby operational supervisors were asked to assess four interviews, two using the BARS consisting of 13 areas of assessment across the whole interview and two the checklist consisting of multiple yes/ no questions set out in the order they would be found during an interview.

5.1.3 Material

Four interviews with suspects were used from the main data set. They were chosen to provide a range of skill levels (as previously rated), similarity of interview length and where possible similarity of offence. The interviewees were rated as providing either a confession or comprehensive account. Table 5.1 provides the full details. All four tapes had details of the interviewers removed. Participants were provided with copies of the BARS, the checklist and an order for assessing the tapes (to overcome any order effect).

Table 5.1 Displays the details of the pilot test interviews

	Length	Offence	Outcome	Assessment
Tape A	18	Assault	Comprehensive	Adequate
Tape B	16	Theft	Comprehensive	Satisfactory
Tape C	16	Assault	Confession	Needs training
Tape D	16	Assault	Comprehensive	Skilled

5.1.4 Raters

The raters for this study consisted of a selection of supervisors from six different police forces. Each force was requested to arrange for sixteen officers to assess four

interviews. Assessments were then conducted using the BARS, the checklist and interview.

5.1.5 Procedure

Six police forces agreed to assist with pilot testing the BARS. Copies of the tapes, rating instruments and order of tape assessment were sent to liaison officers who arranged for supervisors to rate the interviews according to the guidance given on the instruction sheet (see Appendix E for a details).

5.1.6 Sample

The final sample consisted of eighty four assessments using the Checklist, and eighty five assessments using the BARS. Table 5.2 displays these data by tape.

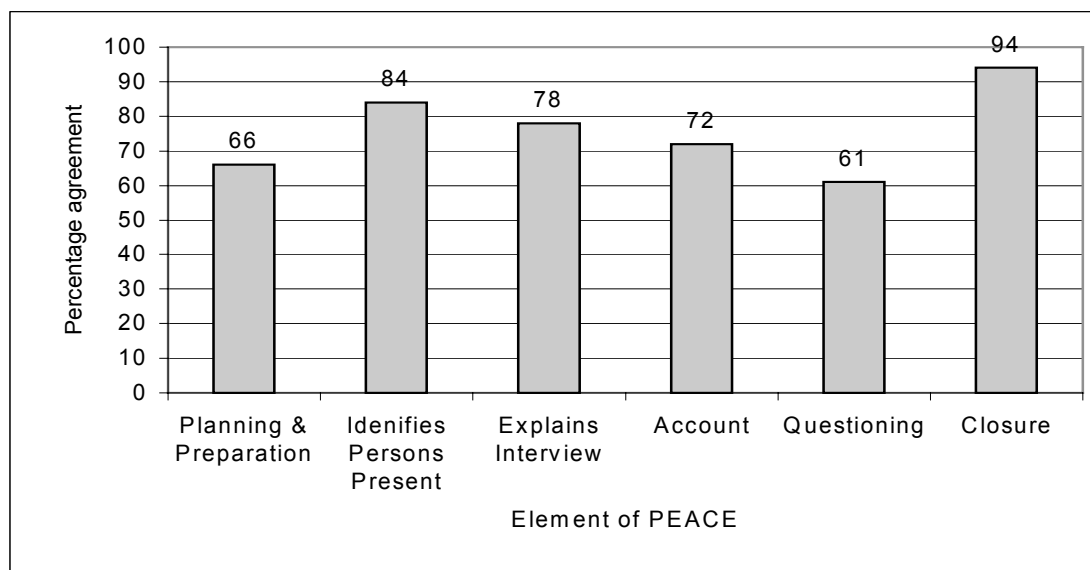
Table 5.2 Depicts sample by tape

	BARS	Checklist
Tape A	20	24
Tape B	19	22
Tape C	24	19
Tape D	22	19
Total	85	84

5.2 Results – Supervisors check list

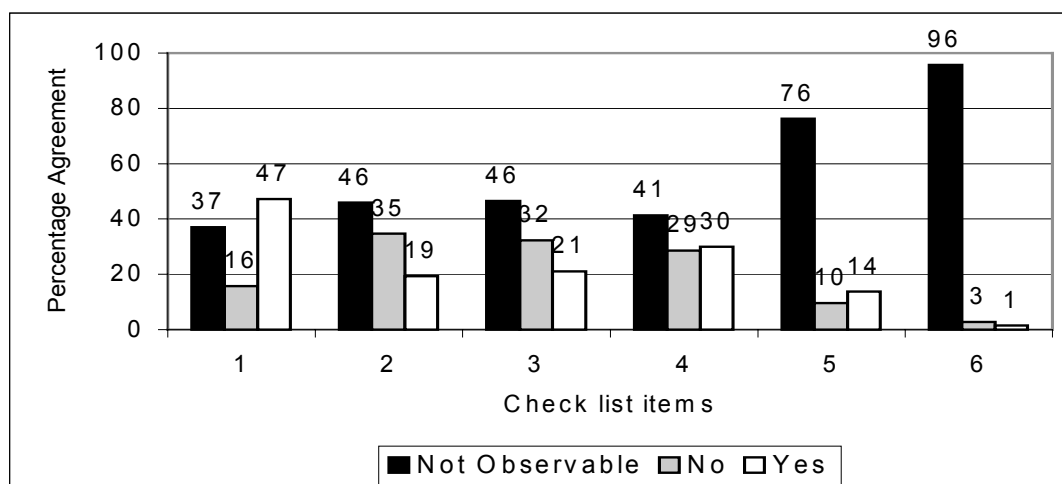
The results for the supervisors check list will be considered in relation to the elements of the PEACE model, which is how the checklist is laid out. An overview of percentage inter-rater agreement by element of the PEACE model can be found at Figure 5.1. From this graph it would appear that there is generally good agreement between raters in all areas apart from planning and preparation and questioning. However, these were not the only areas of disagreement, the mean for 'identifies persons present' was improved by a large number of not applicable responses whereas, the overall agreement for 'account' hides a good deal of disagreement!

Figure 5.1 Illustrates an overview of percentage inter-rater agreement using the checklist



There were six items concerned with planning and preparation and the inter rater agreement ranged from 48% for item 3 (understood the offence, knew the points to prove defences/ mitigation?) to 96% for item 6 (plan of interview form completed), where there was general agreement that the item was not observable. Figure 5.2 illustrates the inter-rater differences for each of the items in the planning and preparation phase. (The numbers on the following charts refer to the question numbers on the checklist). It can be seen that the ratings for item 1 (understood why the interview was necessary) were polarised as not observable or yes. Whereas the ratings for item 4 (had analysed available evidence) were spread almost evenly across the rating range. Only items 5 and 6 demonstrated any consistency of rating.

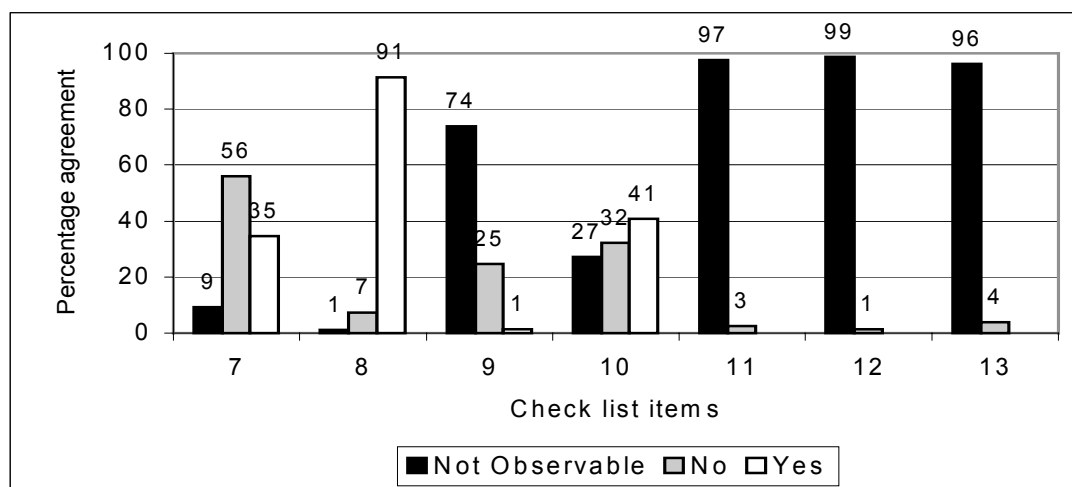
Figure 5.2 Illustrates planning and preparation ratings by item



In addition to the differences across the check list items, the interviews themselves also seemed to be affecting the rating for different items. For example, with item 5 tapes A (apart from 1 instance) and B were rated as not observable or no, whereas tapes C (apart from one instance) and D were rated as not observable or yes. With item 3, tapes B to D were rated across the available range whereas tape A was rated as not observable or no. These findings indicate that the planning and preparation element of the checklist is not providing a consistent rating instrument.

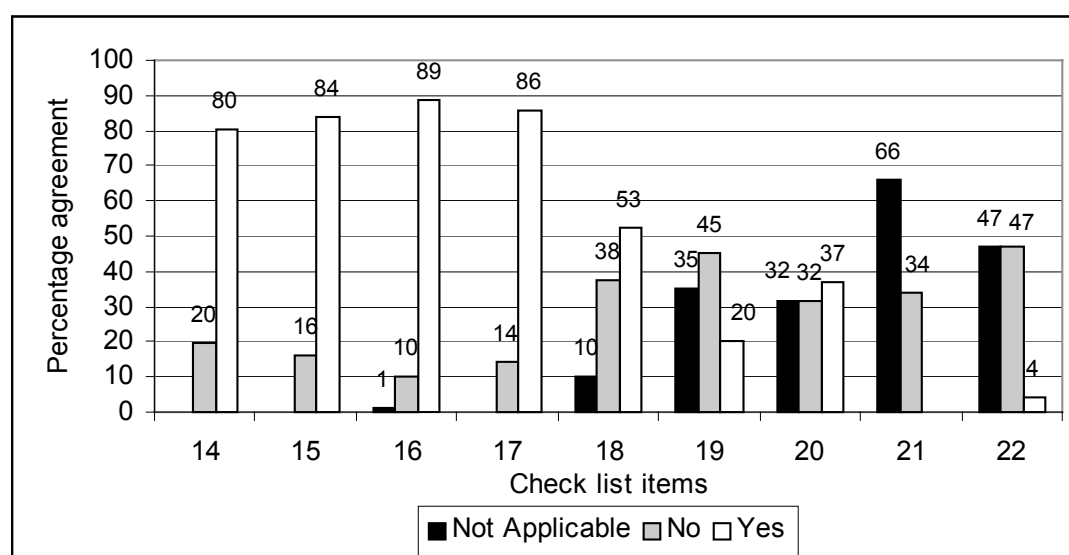
The engage and explain phase is split into two sections; (i) identifies, and (ii) explains. Figure 5.3 demonstrates that the agreement for identifies was quite high and in the main an examination of the seven items seems to support this (see figure 5.3). However, a quick examination of figure 5.3 identifies that items 7 (identifies self and explains role) and 10 (solicitor identifies self and explains role) were not rated consistently. The reason for this was that some interviewers and solicitors did not identify and explain, usually only identifying themselves. One or two raters added a comment that the interviewer or solicitor only carried out part of the task but it is not possible to determine this from the scores. In reality it is not possible to always answer a question containing more than one element using a yes/ no/ not applicable scale. In fact the only reason why identifies has such a high score in Figure 5.3 is because where there are two officers present the second officer invariably explains their role and items 11 to 13 were rated as not applicable.

Figure 5.3 Illustrates the identifies element of engage and explain



The second element of the engage and explain phase is concerned with explaining where the interview is taking place, the interviewee’s legal rights and the purpose of the interview. Figure 5.1 indicates an overall assessment of 78% for this part of the interview. A more detailed description is provided in figure 5.4. As would be expected with this type of question the first 4 items have a high degree of agreement, whilst the others appear to show inconsistent rating. However, from an examination of the chart it can be determined that most of these differences can be accounted for by raters not agreeing as to whether to score an item as no or not applicable. The ratings for item 20 (right to speak to a solicitor on the telephone) does however cause some concern as half the raters said that it wasn’t applicable whilst the other half rated this item as yes.

Figure 5.4 Illustrating the explain items from engage and explain

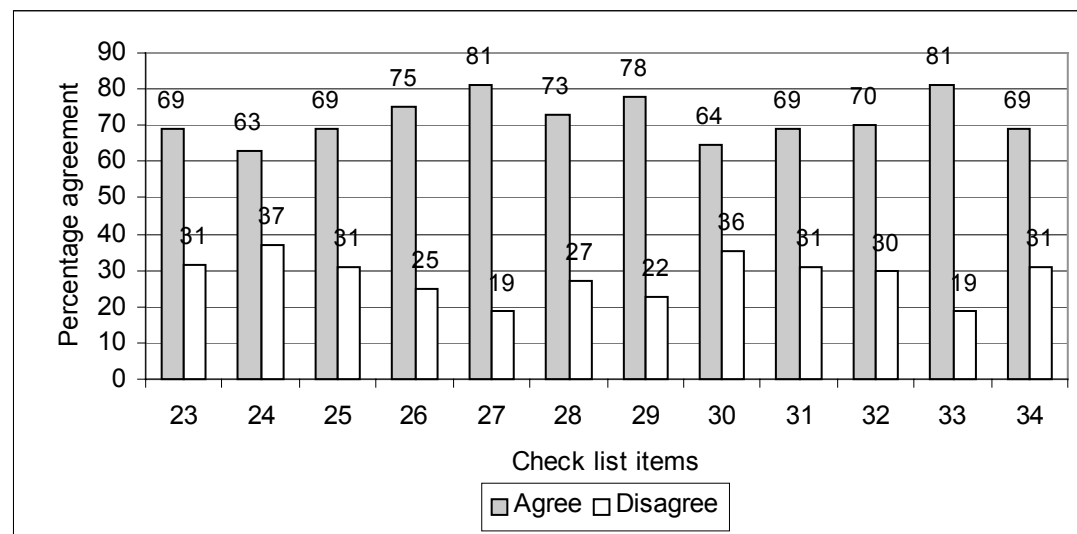


Items 23 to 37 consider the account phase of the interview. For the last three items there was almost total agreement that they were not applicable to the interviews being assessed and will not be considered here.

Figure 5.5 provides an overview of the items assessed in the account phase. These percentages are generally a good reflection of the responses for Tapes A & B. However, for Tape C (previously rated as in need of training) the agreement rate was nearer to 50/ 50, whereas for Tape D (previously rated as skilled) the mean was usually nearer 80% agreement. There were a number of exceptions to this; (i) item 30 (deals thoroughly with police agenda) had good inter-rater agreement for Tape A but poor for the other three tapes (53% - 63%), (ii) for item 31 (explores full

information obtained from police agenda) Tape A and D had good inter-rater agreement (87% - 70%) whereas Tapes B & C did not (53% - 62%), (iii) item 32 (appropriately challenges inconsistencies, ambiguities, omissions, lies) for Tapes B & D had a much lower inter-rater agreement (57% - 55%), and (iv) item 34 (covers points to prove) had poor inter-rater agreement generally but for Tape D this dropped to 53%.

Figure 5.5 Illustrates the rater agreement of the account phase



A further three behaviours were assessed for the account phase of the interview and these considered the questioning skills, listening skills, and overall style of the interviewer using a three point scale; 1 – Good, 2 – Satisfactory, 3 – Below satisfactory. In this sample not one supervisor assessed any of these skills as good. For item 38 (questioning skills) 50% - 97% were rated as below satisfactory, for item 39 (listening skills) 60% - 80% were rated as below satisfactory and, for item 40 (overall style) 70% - 96% were rated as below satisfactory. The poorest inter-rater agreement was for item 38, Tape D where inter-rater agreement dropped to 50% and for item 39 Tape B where it dropped to 60%.

Finally, figure 5.1 demonstrates good agreement for the four items assessed during the closure of the interview. An item by item analysis provided a similar pattern of results and therefore no further details are provided here. It is interesting to note though that apart from one rater for item 31, there was total inter-rater agreement in the assessment of Tape D across these four items.

The supervisors checklist provides tick boxes and a space for raters to evidence their assessment. Evidence was only consistently provided by officers from one force (Suffolk), the remaining raters provided little or no evidence to support their assessment of the interviews. However, even the group who consistently provided evidence in support of their assessment did not use the same evidence. In fact the evidence was not usually from the same items on the scale as can be seen from examples of Tape A in table 5.3. This illustrates 3 instances of assessment for Tape A (No 78, 80 and 82), the numbers in the columns below (the last two columns for No 82) show the check list items which were annotated with comments. Clearly each rater annotated different aspects of the interview.

Table 5.3 Illustrates the items from Tape A which were annotated with comments

No 78	No 80	No 82	
14	10	1	24
16	16	3	25
17	23	4	26
23	28	7	27
25	40	17	28
27	41	18	29
		23	30

Even when the same items were considered the comments were frequently different. This will be explored in the discussion.

5.3 Results – BARS

Inter-rater agreement for this scale was calculated by taking the median (highest single rater agreement for each tape), adding to this those ratings which were plus or minus one and calculating the percentage rater agreement from this figure. This course of action was taken because it is unlikely that there would be complete inter-rater agreement across a 7 point scale and using the median rating ± 1 would be more appropriate. The method is demonstrated by the examples in Table 5.4 below. Tape 1 illustrates the ideal position. However, as can be seen from Tape 3 the method can distort the inter-rater agreement. By using the largest cluster the Tape 3

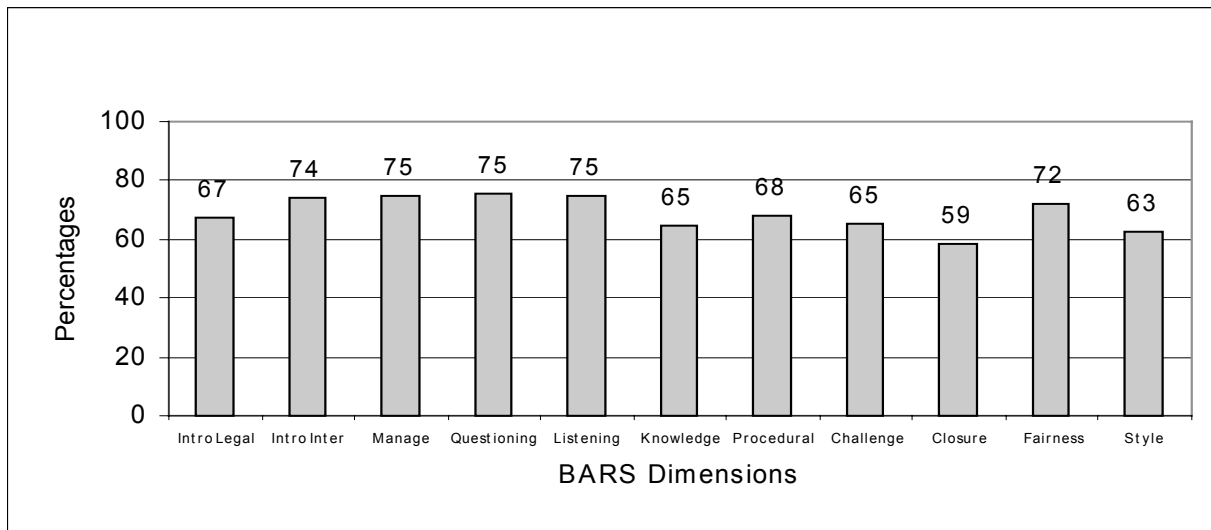
agreement can be altered from 50% to 70%. Where this is the case it will be highlighted in the discussion.

Table 5.4 Illustrates the calculation of inter rater agreement

Rating	Tape 1	Tape 2	Tape 3
1	0	0	0
2	5	0	0
3	7	2	2
4	5	3	2
5	1	5	4
6	0	0	4
7	0	5	6
Agreement	94%	47%	50%

The results from using a Behaviourally Anchored Rating Scale to assess interviews, will be presented by examining one dimension of assessment at a time. An overview of the inter-rater agreement by dimension is given at figure 5.6. However, as with the checklist, these means hide a range of differences and issues which are discussed below.

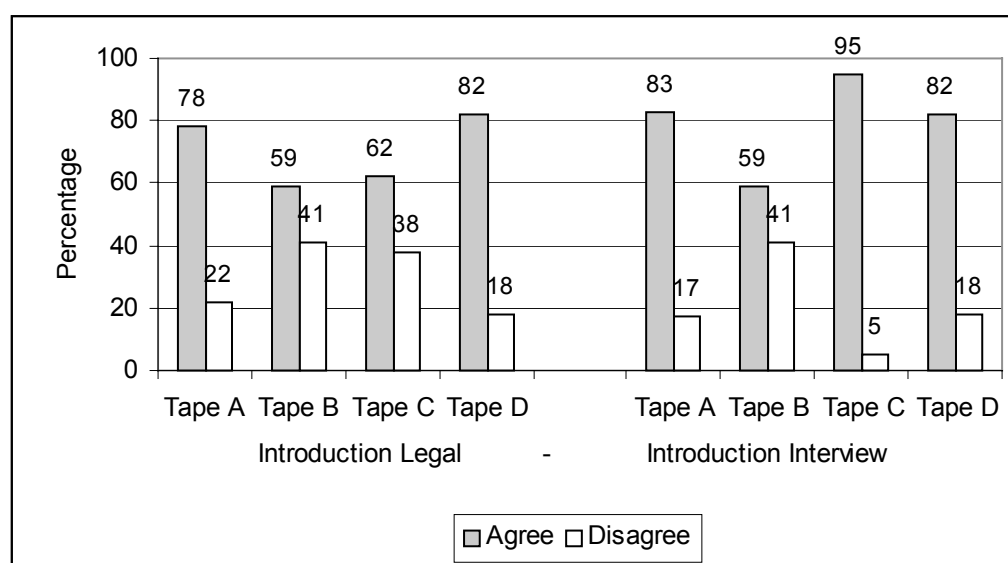
Figure 5.6 Illustrates the mean ratings collapsing across tapes using BARS



The first two dimensions; introduction legal and introduction interview are illustrated per tape at figure 5.7. This demonstrates that the agreement ranges from 59% to 82% for the legal requirement and 59% to 95% for introducing the interview. An examination of the evidence used indicates that the discrepancies are the result of

two factors; (i) poor knowledge of the caution, and (ii) a surface rather than critical analysis of the interview. The issue was that the interviewer for Tape B asked the interviewee to explain the caution. However, this was not done accurately, though the interviewer indicated that it had been. Some assessors picked up on this error and scored the dimension accordingly whereas others used the same evidence but didn't pick up the inaccurate description of the caution.

Figure 5.7 Illustrating rater agreement for the Introduction of legal and interview information using BARS

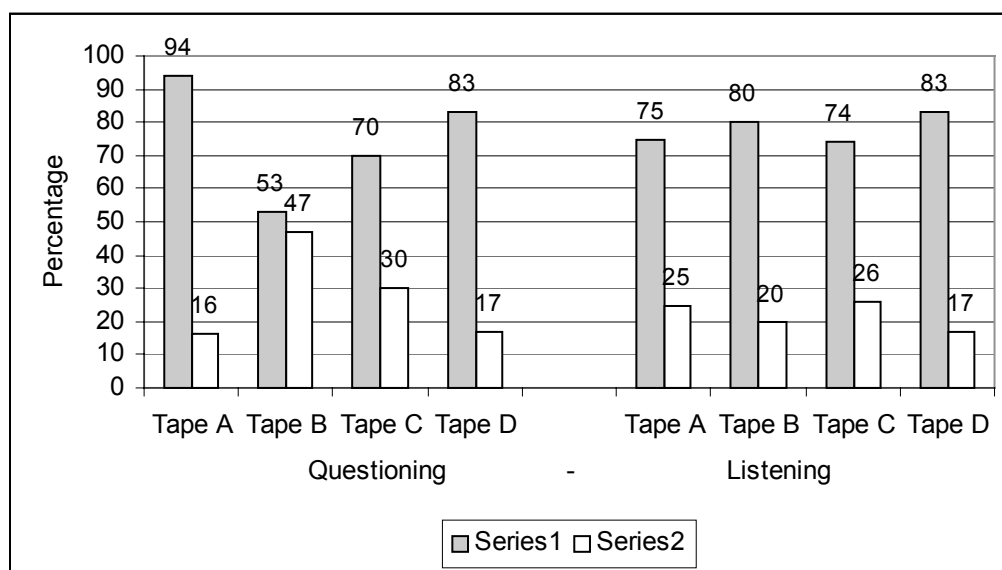


Conversely, the low inter-rater agreement for the legal aspects of the introduction in Tape C concerns the amount of importance that assessors attribute to having the interviewee explain their understanding of the caution and how this is balanced against other behaviours for this dimension. With regards to the introduction of the interview the agreement is high apart from Tape B which continues to suffer from the issue raised above.

For questioning skills agreement ranged from 53% to 94%. Once again Tape B proved problematic with a third of the raters providing a rating of 7, another third, 4 and the remaining third, 2 or 3. This demonstrates the problem of using the rating based on greatest value as the start point because, as can be calculated from above figures, agreement based on the largest cluster of three would be 75%. Once again the disparity of ratings between 7 and 4 indicates a poor understanding of what constitutes good questioning and/ or a surface assessment of the interview.

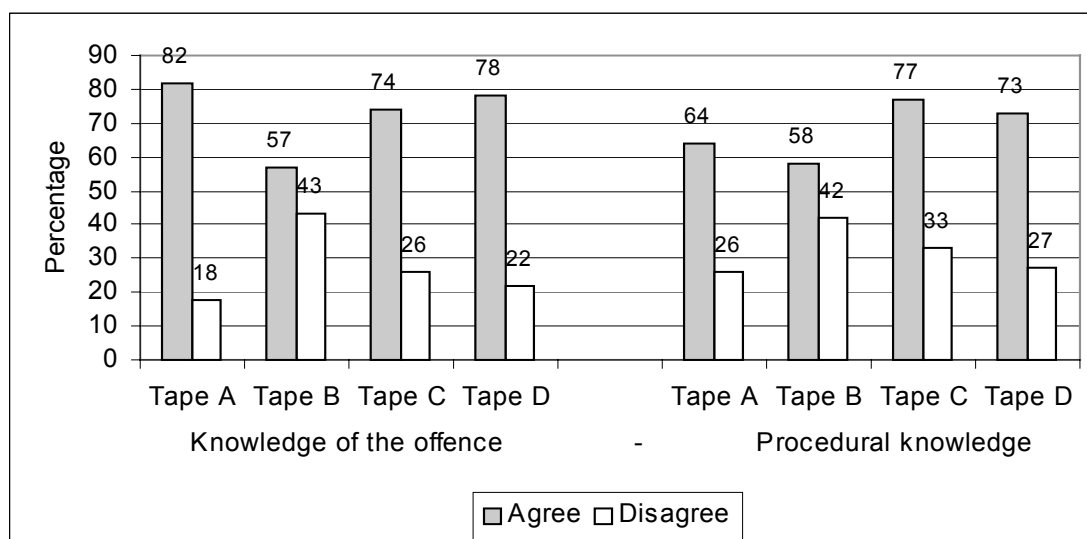
Listening skills seemed to present little difficulty for the assessor with agreement being between 74% and 83%. The interview that seemed to cause the most problems was Tape C where the interviewer had previously been rated as being 'in need of training'. Ratings ranged from 3 to 7 with 50% of the ratings being 6 or 7. It is not clear from the raters comments why this was the case. Questioning and listening skills are illustrated in figure 5.8.

Figure 5.8 Illustrating rater agreement for questioning and listening skills using BARS



Knowledge of the offence (including points to prove) and procedural knowledge are the next two dimensions to be assessed. With regards to knowledge of the offence, the issue of the assessors understanding of the law became an issue. Generally, there was good agreement on this dimension of between 74% and 82%. However, Tape B again proved problematic as can be seen in figure 5.9. Raters seemed not to understand whether all of the points to prove a (traffic) offence had been covered. One third of the assessors rated this as 6 or 7 with the remaining ratings being clustered around 3.

Figure 5.9 Illustrates the rater agreement for knowledge of the offence and procedural knowledge using BARS

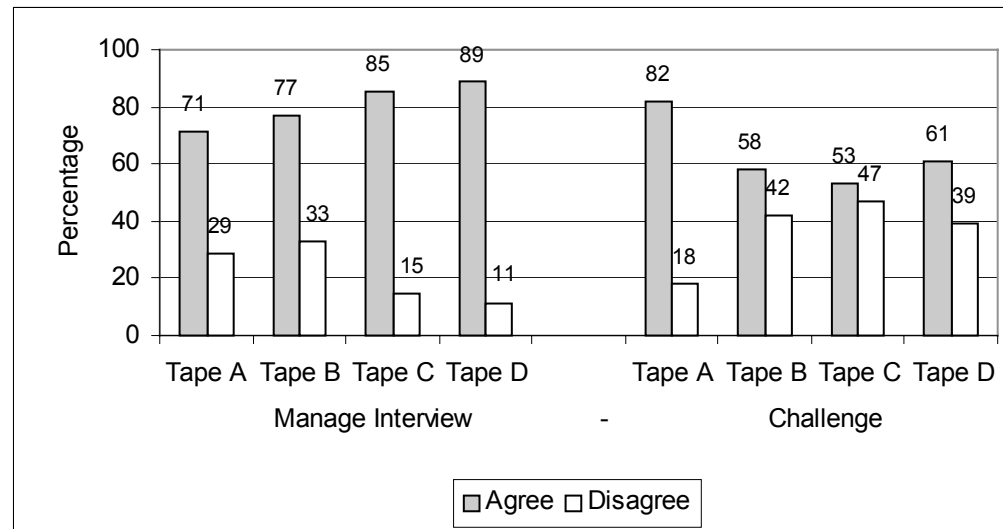


The rater agreement for procedural knowledge was quite low being from 58% to 77% and, as can be seen in figure 7.9, both Tape A and B appear to have caused problems for the raters. With Tape A this is a function of the way that inter-rater agreement has been calculated. When this is changed to calculating using the largest cluster (see para 1, sec 5.3) the agreement rate is 93%. Tape B continues to provide a challenge for the raters though. On this occasion the interviewee had complied with the procedural examples that were supplied and applicable. However, those assessors who went beyond the surface of the interview highlighted the possibility of a significant statement that should have been put the interviewee and the handling of exhibits. Once again this dimension identified a knowledge deficit on the part of the assessors. This is brought into stark contrast by the fact that 36% (n = 31) of the assessments had no rating for this dimension (the highest deficit for the whole scale).

Managing the interview and challenging the interviewee's version of events are the next dimensions, which are illustrated in figure 5.10. This demonstrates that there was good agreement for managing the interview ranging from 71% to 89%. The wide range of assessments for this tape concerned the focus chosen by the assessors. Those who provided high ratings tended to identify with the top examples from the scale concerning remaining calm. Whereas those who provided a low rating concentrated on the poor manner in which the interviewee was kept on topic

and allowed to ramble. As would be expected mid range ratings acknowledged both good and bad elements of this dimension.

Figure 5.10 Illustrates the rater agreement for managing the interview and its participants, and challenging the interviewee's version of events using BARS

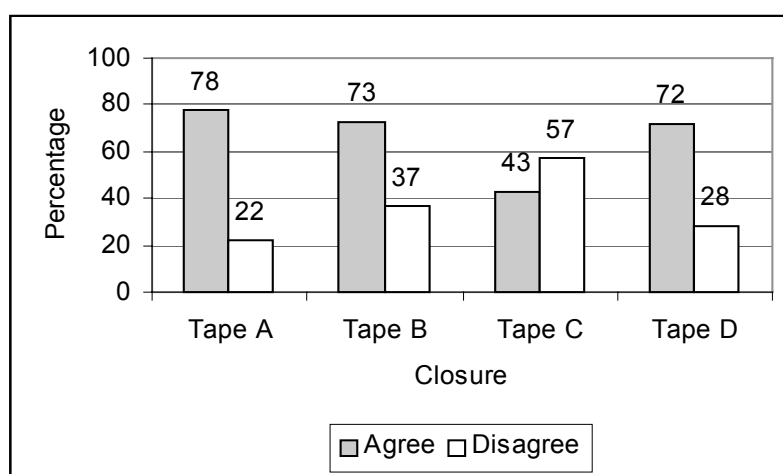


As can be seen from figure 5.10 inter-rater agreement for challenge was low, and apart from Tape A, ranged from 53% to 61%. There were several reasons for the poor agreement. With Tape C it was an anomaly caused by the way inter-rater agreement was calculated. Had this been calculated using the largest cluster it would be 76%. With Tapes B and D the problem that the raters had was identifying what constituted a challenge. The interview on Tape B could be described as a calm conversation, rather than an interview, with little examination of the interviewee's account by the interviewer. This resulted in a third ($n=7$) of the raters not providing a rating for this dimension whilst the others provided ratings across the full range of the scale. Tape D clarifies the issue by providing clear evidence of the interviewer challenging what has been said. The raters pick up the same evidence but one group rated the challenging as low because it was not confrontational. Another group of raters assessing the same evidence high because the interviewer (in the words of one rater) "puts other persons' version of events without raising conflict". Once again this highlights the knowledge gap of some raters.

Figure 5.11 illustrates the agreement for closing the interview. As can be seen the ratings for closure, apart from Tape C, are from 72% to 78%. In fact, if the manner of calculating the percentage agreement is altered, as previously discussed, the

agreement for Tape D is 100%. The ratings for Tape B were across the scale, where once again the raters used the same evidence but scored it differently. Those awarding a lower score pointed out that rather than giving the opportunity to add, alter or correct anything the interviewer said “unless there is something you want to clarify” and then closed the interview, giving no time to respond. Other raters believed that this was sufficient and awarded a high score even though the example in the rating scale points to the need to provide the opportunity and give time for information to be provided.

Figure 5.11 Illustrates the rater agreement for closing the interview using BARS



The final dimensions to be assessed were fairness and interviewer style which are illustrated in figure 5.12, which clearly demonstrates that inter-rater agreement for fairness was consistent across all tapes at between 71% and 78%. An examination of the scores reveals that the scores ranged from 4 to 6 for each tape indicating poor agreement on what constitutes fairness. In most cases the evidence presented by the raters was similar and it is unclear how the differences in score occurred although three possible explanations come to mind; (i) raters believed that every behaviour from the example behaviours need to be demonstrated before a high score was given, (ii) raters had differing views of the value of the evidence used despite examples to guide them, or (iii) raters became bored by the end of the scale and were less careful with their ratings.

Figure 5.12 Illustrates inter rater agreement for fairness and interviewer style using BARS

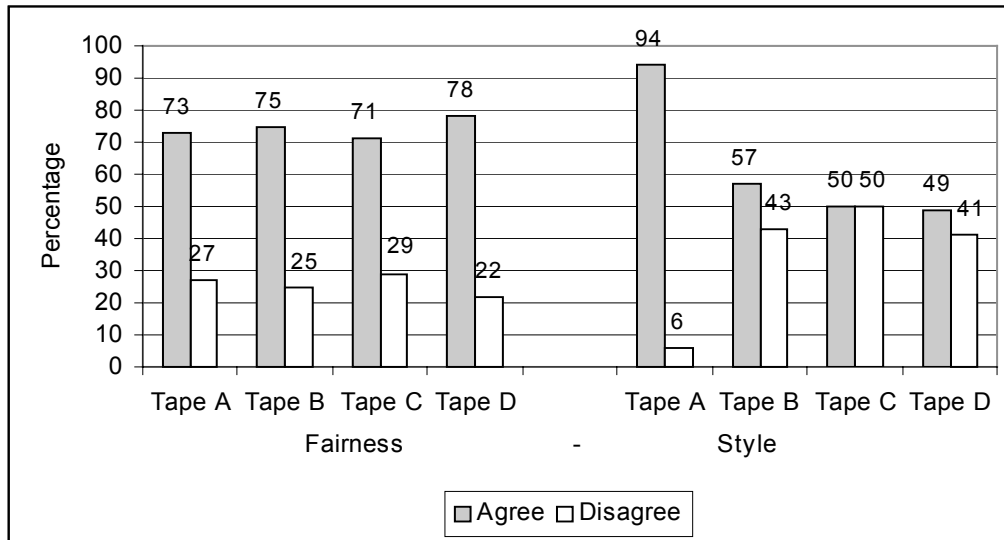


Figure 5.12 illustrates that interviewer style elicited the greatest disagreement amongst raters except for Tape A where there was good agreement that the interviewer demonstrated poor style. The problem with the remaining three tapes was that the raters expected a more confrontational style of interview, which they labelled as being assertive! This is despite the fact that the PEACE model proposes a problem solving approach to interviewing. A nice illustration of the problem can be found with two comments on Tape C: (i) “very mundane, sounds as though he is reading from a script” (rating – 2), and “interviewer asks clear questions in an even voice, well spaced and not rushed in an easy to understand way” (rating - 6).

All of the issues that have been raised here will be taken up in the discussion.

5.4 Raters views on the two rating scales

All of the raters participating in the pilot study were asked to provide their views on using the ‘Checklist’ and ‘BARS’. The overwhelming view of the supervisors taking part in the pilot was that they preferred to use the ‘checklist’. In the main this was because they preferred to work in a chronological order and found putting a tick in a checkbox easier than using the BARS. This is in line with the surface analysis that was found with a number of the BARS assessments and could be due to a poor knowledge of what is required. Interestingly, a number of supervisors proposed that a checkbox form with example behaviours would be more appropriate. The issue

here being that supervisors did not like having to identify examples of behaviour throughout the whole interview, preferring to identify them in a chronological order as they listen to the interview. Assessment across a whole event is a difficult skill to master and has been found to be problematic with assessment centres. However, training has been found to be effective in teaching assessors the skills needed for this task.

Despite the generally poor attitude towards the BARS, there were a number of raters who identified considerable advantage to using this method. In particular they liked the example behaviours provided in the scale and the consistency that resulted from their use. However, this group also identified difficulties due to the scale being spread over eleven pages (one for each dimension) but they did indicate that using the scale became easier with practice.

There were clearly advantages with using the BARS, particularly the clarity with which the reasons for an assessment could be identified. In addition this scale also enabled the skills gap of supervisors to be identified. However, from the responses of most raters it would seem that some work is needed to improve the BARS' user friendliness.

6 DISCUSSION

At this point it would be useful to review the purpose of this project and examine the global issues that have been highlighted as a consequence of conducting the research. The purpose of the study was to examine, at a National level, the extent to which the National investigative interviewing training package, PEACE, had improved workplace practice. Since 1993 the police service in England and Wales has undertaken a vast program of training to improve the interviewing skills of operational officers. A good measure of the success or value of training is the extent to which it is used in the workplace, so the first consideration for this research was whether trained officers interviewed 'better' than those who had not been trained. However, as was discussed in the introduction, occupational psychology has found that training alone will not ensure that new skills are used in the workplace. Encouragement to use the new skills and feedback on performance are all needed and this was the second dimension upon which interviews were assessed. Finally, interviews were rated by level of skill. A discussion of our findings takes place a little later.

Before discussing what was found when the interviews were assessed there is benefit in examining a number of the issues that arose during the process of conducting this research. The first concerns the wealth of research evidence that was already available, but had not been acted upon. It was clear at the start that this was not the first time that PEACE training had been evaluated. However, the purpose of this study was to provide a National perspective to these evaluations and include victim and witness interviews (which are an integral part of the PEACE course). What was surprising was the extensive number of evaluations that had been conducted across England and Wales. Our initial searches picked up twelve separate evaluations mainly as part of an award for further education (first degree or masters degree) (e.g. Stevens, 1998; Hall, 1997; etc), though others were part of internal reviews (Ogden, 1994) and two were conducted by external consultants (Elliston, 1995, Collier and Styles-Power, 1998) Further evaluations of PEACE training are still coming to light.

The number of evaluations is not in itself surprising but what is noteworthy and concerning is the fact that they generally identify the same issues; poor use of the models for obtaining an account and the need for supervision in the workplace. In

addition National Police Training (NPT) has not seemed to have picked them up nor has the National Crime Faculty (NCF) and these lessons have not been incorporated into training. This, is in part, because there is still some confusion over which of these bodies manages the PEACE package. It is understood that the NCF now conduct environmental scanning in order to identify good practice and this is to be applauded. However, the results of this scanning are only included into those products that the NCF manage. This could mean that interview training in the Initial Investigator course is updated whereas probationer training is not (because probationer training is not an NCF remit). In addition, environmental scanning is just one part of the process. In the first instance the police service needs to find a means of encouraging all staff to register their research with a central body such as the NPT research forum or the Policing and Reducing Crime Unit's information desk database. Such encouragement could be in the form of assistance with tuition fees for a few of the most useful projects and promotional gifts for all who register. This will help increase the number of staff recording their research and the identification of good practise. However, once the good practise has been identified NPT needs to develop processes which ensure that such information is incorporated into **all** training as soon as possible. This, of course, is an integral part of the training cycle, or training and development cycle as HMIC put it in their 1999 publication 'Managing Learning'. But for this to take place investigative interviewing needs to be managed by a single body within the NCF, or possibly an outside academic institute.

Recommendation 1: *It is recommended that the NCF, NPT and PCRU develop methods of encouraging staff to register all research projects, and the processes necessary for enabling the knowledge gained from such research to inform training and practice in a timely manner.*

The above discussion also points to the current research as being a useful case study for the implementation of training in the police service. Rarely is training provided for such a wide selection of people within the service and the implementation of PEACE provides a good example from which to learn. Advice from academia, management consultants and HMIC all points to the need for training to be supported within the workplace in order for the new skills to be used. The research discussed here demonstrates the truth of this proposition and highlights the problems that occur when support is not provided. In addition, PEACE training

demonstrates the need for best value performance indicators to be developed alongside the training in order to demonstrate the impact that training has had on service delivery. For PEACE training, when managers are asked how they judge its effectiveness they tend to mention crimes cleared up, increases in persons charged, fewer complaints or cases dismissed and more satisfaction from members of the public who are interviewed. However, when evidence is sought to demonstrate that training has improved performance, it can not be found because nobody records it! The police service does not keep records concerning the number of offences cleared up or persons charged due to interviews with suspects nor do they, or the Crown Prosecution Service (CPS), record the number of cases withdrawn or dismissed due to poor interviewing practice. Consequently, it is currently only possible to evaluate PEACE by assessing interviews in relation to the model and not with respect to the value of service provided.

Recommendation 2: *Therefore, it is recommended that future training design incorporate advice and structures for transferring skills to the workplace together with guidance on how this fits into and can be measured in a best value culture. (See also Recommendation 18).*

The question of how investigative interviewing, and PEACE in particular, fits into the provision of a professional service by the police will be revisited later after discussing the effect of training and supervision.

6.1 Perceptions of PEACE

The purpose of providing investigative interview training was to develop the manner with which interviews are conducted in the workplace. As seen from the original evaluation by McGurk *et al* (1993) to the numerous other studies (e.g. Elliston, 1995; Collier & Styles-Powell, 1998) and the survey conducted as part of this research, PEACE training is highly regarded throughout the police service of England and Wales. PEACE is seen as providing a good practical framework and useful skills for interviewing victims, witnesses and suspects. This is clearly demonstrated by the interest that has been shown in the PEACE model from Europe and Australia to North America.

Having said this, a number of studies (e.g. Hall, 1997; Rigg, 1999) have questioned the extent to which the processes and skills proposed by PEACE are actually used when interviewing. Although PEACE is held in high esteem, officers when questioned about its use believe that it is an inflexible tool and cite a lack of time for not using it in the workplace. This was first seen in Elliston's evaluation in 1995 and is a concern that has been raised regularly since then. Officers complain that PEACE interviews take longer which is borne out by this study, although in real terms they are not that much longer: about six minutes (see sec 3.5). It is generally believed that to conduct a PEACE interview the interviewer must examine the interviewee's account to the nth degree and therefore it is inflexible. Particularly as in many of the offences which police investigate the suspect provides some form of admission, another fact born out by the sample from this study (see figure 4.2). Although still have problems covering all of the points to prove an offence. The issue of flexibility is a valid one, though the PEACE model itself is not inflexible. It is the interpretation of PEACE that is the problem. It would appear that in order to explain the model trainers have presented a fixed stage linear process, rather than the flexible set of tools advocated in the Practical Guide to Investigative Interviewing.

Pawson and Tilley (1997) discuss in great detail the need for evaluation to be realistic. Rather than considering whether an intervention works or not, the valid evaluation considers what works in what situation. Applying this proposal to the PEACE interview means that officers need to apply those elements of the model that are appropriate for the interviewee and offence under consideration. The only way to do this is to plan an interview (and provide a written record of the plan). In this way the interviewer will know in advance what techniques and depth of questioning is likely to be required. For interviews with suspects who have already admitted guilt, the plan may well be to provide an opportunity for them to give their account with little probing being required. With another suspect there might be a range of issues that need to be covered and their initial account will need to be explored in detail and in a logical manner. Writing an interview plan in all cases will ensure that the most appropriate elements of PEACE are being used, the interviewer has a structure to follow, and any subsequent supervision or evaluation of the interview can be carried out in relation to the aims and objectives of the interview. We must remember that planning interviews and setting aims and objectives has been a formal part of police interviewing practice since the Memorandum of Good Practice on Video Recorded Interviews with Child Witnesses for Criminal Proceedings, Home Office (1992).

Whilst this referred to interviewing children it is just as valid for interviewing all victims, witnesses and suspects (Milne and Bull, 1999).

The provision of an interview plan for all interviews is, in the opinion of the authors, one of the best methods of encouraging a flexible use of the PEACE model. A plan clearly demonstrates the investigative purpose of the interview and is consistent with the requirements of the Criminal Procedure and Investigations Act 1996. In particular a plan could demonstrate compliance with Code 3.4 of the act in that lines of enquiry for or against the suspect have been covered and that defences, legal or otherwise are covered. The plan should also cover the disclosure of evidence to legal representatives. There is an argument against the formal requirement of written interview plans which focuses on their disclosure to the defence and possible defence comments when circumstances dictate that a written plan is not practicable. The authors acknowledge these issues but are of the opinion that the benefits outweigh the problems. Previous research (Bull and Cherryman, 1995) has reported that experienced investigative interviewers viewed planning and preparation as crucial. Although the above discussion focuses mainly on interviews with suspects the arguments are just as valid for interviews with all persons. With the advent of the Youth Justice and Criminal Evidence Act 1999 there will be a growing need to demonstrate why a particular method of recording an interview was undertaken e.g. as an audit trail for review purposes. This could usefully be incorporated into the interview plan because in the end “we are all victims to a greater or lesser extent” (Milne & Bull, 1999).

Recommendation 3: *In view of this it is recommended that written interview plans (for all interviews) should become a formal part of the interview process and kept with the case papers.*

Providing an interview plan can only be one part of the process, training and supervision will also encourage the use of PEACE in a flexible manner. The manner in which training and supervision can be used in the future will be discussed in sections 6.4 and 6.5.

6.2 Impact of training on interviews with suspects

With the sample of interviews used for this evaluation there were few statistically significant differences between trained and untrained officers. Interviews with suspects, and those with victims and witnesses, were conducted both by officers trained in PEACE and those that had not been. From the results it can be seen that trained officers were found to conduct longer interviews than their untrained colleagues do, but this was at the expense of more overtalking, using more leading questions and statements. Having said this, it must be noted that the possibility of finding an untrained sample that is naive and has not been influenced in some way by PEACE interviewing is remote. After 5 years of PEACE training together with the provision of various interviewing guides (e.g. CPTU 1993, NCF, 1998,1999, 2000) it would be almost impossible to find an untrained sample that had not had some exposure to PEACE. In view of the problems with finding a naive sample it would be more appropriate to consider the current sample of interviews with criticisms of interviews conducted prior to the introduction of PEACE training.

Overall the sample of interviews used for this study found a brighter picture than that painted by Baldwin's 1993 study, discussed in the introduction. Although ten per cent of the sample was rated as **possibly** breaching PACE (sec 3.4), there was clear evidence, from the results of this study, that since the introduction of PEACE an improvement in the ethos and ethical approach to interviewing has taken place.

Whereas Baldwin found little evidence of Planning and Preparation, there was evidence of it with this sample; only 23% of the sample being rated below the mean. However, our raters did report that in a number of cases better planning and preparation would have enhanced the interview. They made comments such as "*aware of case details but little evidence of interview planning*" and "*could have extended the interview if he had planned*". Indeed Macpherson (1999) also pointed out that "Lack of planning and persistence are solid criticisms of these interviews" and later with regard to the interview of Acourt said "the interview showed little if any evidence of preparation or technique" (para 23.17). This is a clear indication that whilst there was evidence of planning and preparation, the quality of this still needs to be improved. Such improvement could be brought about by making written interview plans mandatory as was recommended above. This good practice has already been

put in place by some police forces where they expect interview plans to be present with case papers.

At the outset of the interview, interviewers are providing the appropriate information required by law and carrying out some checks on the interviewee's understanding of the caution. In addition, the grounds for arrest are being provided in many cases. What is not being provided is an explanation of the purpose of an interview, what the format will be, and an acknowledgement that the interview is the interviewee's opportunity to give their version of events. This information helps to develop a rapport between interviewer and interviewee, something that was not evident in most interviews. Officers seem only to be following the aide memoire cards provided in interview rooms, finding difficulty in explaining the purpose and process of the interview. Once again the authors believe that this could be improved with mandatory interview plans.

Although interviewers generally did not explain that the interview was an opportunity for the interviewee to provide their version of events, most interviewers were found to provide some encouragement for interviewees to provide an account, with 70% being rated at or above the mean. In addition, there was evidence that interviewers could deal with difficulty and keep the interviewee on topic, which is an improvement on what Baldwin found. However, there was little evidence of the interview models taught on the PEACE course being used. This could be due to officers believing that CM and CI are too inflexible as discussed above, even though PEACE actually provides a flexible approach to interviewing. Despite this the interviews demonstrated some indication of a logical structure but the exploration of information, development of topics, and use of summaries and links was not apparent. This lack of exploration extended to poor coverage of points to prove and motive for the offence.

These results indicate that officers are now demonstrating better self-confidence and improved communication skills. When questioning, interviewers interrupted less (including over-talking) and used fewer leading questions, although interviews were still dominated by the use of closed questions, followed (in frequency) by open then leading questions. This combination of skills and the pattern of questioning are enabling interviewers to dominate the interview and keep the interviewee on topic.

Unfortunately, it is not conducive to obtaining a complete account and indeed only about one third of the interviewers in this study were rated above the mean for flexibility and open-mindedness. Therefore, while the legalistic mechanics of the interview are now being appropriately dealt with, the information-gathering element of the interview is being conducted in a rigid manner. A core element of the PEACE interview is the acquisition of an account from the interviewee (when he or she is willing to give one) which can then be explored (as necessary) to obtain further detail whilst being tested against evidence already held by the interviewer. The police service needs to reinforce that interviewing is a flexible procedure which allows interviewees to talk about the event in question. This skill may not be easy to acquire but it should be developed as part of continuation training and improved through supervision (both of which will be considered in detail below).

The final stage of an interview is the closure. Once again it was found that the legal requirements were complied with in nearly all interviews whereas summarising the interview and providing information about what will happen after the interview were poorly covered. This is in line with the findings of McGurk *et al* (1993) who found that "the protocol for closing the interview tends to be rushed or even omitted altogether, perhaps due to pressure" (p 23). As closure is an integral part of the PEACE model, and training alone has not improved the way that it is conducted, alternative methods of improving practice should be found. There is some controversy as to whether interviews with suspects should be summarised, indeed some legal representatives argue that it is unlawful. Conversely a summary provides a good opportunity for the legal advisor to identify which elements of their clients account the officer is concentrating on and for the suspect to add, alter or correct the interviewer's perception of their account. Otherwise what is the suspect meant to add, alter or correct at the end of the interview. The closure phase could be improved with an enhanced aide memoir card providing a scripted closure, together with supervision, which targets closing an interview could improve matters. Indeed, it is closure, which will leave a lasting impression in the interviewee's mind. Thus it is essential to get it right.

Recommendation 4: *It is therefore recommended that with regards to interviews with suspects that refresher training should be targeted at developing the skill of obtaining, developing and testing an interviewee's account using the appropriate*

'tools' for co-operative and uncooperative interviewees, i.e. being flexible (see below for training structure).

Recommendation 5: *It is proposed that an aide memoir card for closing an interview be expanded to include summarising the interview, providing an opportunity to add, alter or correct what has been said and to provide information regarding what will happen after the interview.*

Recommendation 6: *Refresher training should be supported by positive supervision targeted at the aims and objectives of those skills learned during refresher training.*

6.3 Impact of training for interviews with victims and witnesses

The data for witness and victim interviews were collected for two separate purposes. Serious crime data were collected as part of ongoing investigations into these crimes and then kindly provided for this study at a later date. Whereas, the interviews with victims and witnesses of bulk crime were recorded specifically to provide data for this study and it is these interviews that will be considered initially. This research provides the first large-scale examination of interviews with adult victims and witnesses since the introduction of PEACE, which in itself brought about a number of methodological problems. These problems are of such importance to the operational recording of interviews with victims and witnesses that they will be discussed before considering the impact of training on this type of interview.

As interviews with adult victims and witnesses are not regularly recorded on audio or video tape no guidelines exist for issues such as how introductions should be conducted, whether a twin or single deck recorder should be used or how the tape should be disclosed and stored. The process of recording such interviews is not covered in the NCF Murder Investigation Manual, although it should form part of the new Memorandum of Good Practice being developed in response to the Youth Crime and Criminal Evidence Act 1999, entitled 'Obtaining best evidence'. For this research it was decided to provide portable twin deck tape recorders that are used across the service so that a master and working copy tape could be obtained. After consulting with the liaison officers at the target sites and local Crown Prosecutors the advice given to interviewers was that at the start of the interview they should provide: the date and time, the place (that is the town not the exact address) and identify all persons present. Interviewers were then asked to conduct the interview and write a statement in their normal manner. Therefore, the tape was to run both during the

interview and whilst writing the statement. The statement was then submitted with the case papers and the tape was recorded as unused material.

However, in practice the suggested introduction was poorly conducted with only 60% of interviewers providing the date, time and place, whereas 26% of interviewers failed to introduce themselves and 38% failed to introduce everyone present. Thus it seems that there is need for a minimum standardised introduction, especially with the probable increase in these interviews being recorded and open to assessment. There is also the issue of whether (and where), or if the section 9 statement declaration should be given on tape. It would seem that this declaration; which was developed for written statements, would have a negative impact on rapport development and the interview as a whole if it were given at the start. More worryingly, some interviewers cautioned their witnesses/ victims, and/ or gave the legal advice option which clearly suggested that they were as much a suspect as a victim or witness, and this could well have had a detrimental effect on the interviewee. Apart from the negative ramifications during the interview such as making the witness/victim highly anxious, this practice could jeopardise the evidence provided. Whilst there are guidelines for these circumstances in relation to children, vulnerable and intimidated witnesses, there are none currently for the general adult population. This is concerning as a growing number of witnesses, who may later become suspects, are having their interviews recorded by audio or video, especially during the investigation of serious crime.

Recommendation 7: *A standard introduction and closure aide memoir card be developed for interviews with victims and witnesses.*

Recommendation 8: *Guidelines be produced for interviewing people who are initially believed to be a victim or witness and later are considered to be suspects, the European Human Rights Act 1999 may also have an impact here regarding self incrimination.*

The poor start to these interviews continued throughout the engage and explain phase with little information being provided about the interview purpose or process (see sec 4.3). When it came to the interviewee providing an account there was little or no evidence of the techniques proposed by the PEACE model. In fact, there was

little evidence of interviewing taking place at all. Nor, where appropriate, were the elements of the Turnbull ruling dealt with in a comprehensive manner. Interviewing generally took up only a quarter of the time recorded with the remainder focussing on writing a statement. By focussing on taking a statement and clarifying what they were writing, interviewers used mainly closed questions. Indeed, as is discussed in sec 4.3.3, over half of the interviewers were rated as never or almost never using questions appropriately across the whole interview. These findings suggest that many interviewers are still using the same schema identified by George (1992) which he labelled the standard police interview. Taken together with one interviewers' comment that "*it was not an interview as such, I am just taking a statement off you*" it is understandable that less than a third of the interviewers were rated as having obtained a comprehensive account.

It is not surprising that poor technique was found to continue into the closure phase of the interview. A summary of the interview and the opportunity to add, alter or correct what the interviewee had said occurred in only just over a third of interviews. Whilst details of how the interviewee could provide further information or what would happen next were rarely provided. The whole process seems to have been dominated by a sense of haste rather than an (increasingly rare) opportunity for the police to obtain information which may prove to be valuable in the prosecution (or elimination from an enquiry) of persons suspected of crime.

Strangely, and despite the findings discussed above, the interviewers were still rated as having good communication skills (see 4.3.3) although many displayed poor open mindedness or flexibility (see also Bull and Cherryman, 1995). The findings thus indicate that officers are not really interviewing witnesses and victims of bulk crime but are merely taking statements. Unfortunately, this pattern of interviewing seemed not to be affected by training and trained officers were as poor as untrained (see 4.4). There were, however, differences depending upon skill, seriousness of the offence, and whether or not a supervision policy was in place within the force concerned.

Section 4.7 considered the performance of the interviewers by level of skill. The data described clearly demonstrate significant differences of performance associated with the interviewers' level of skill. However, only 1% (n = 2) of interviews in this sample were rated as 'skilled' (both conducted by trained officers) as opposed to 13% (n =

24) of the interviews with suspects. The remaining interviewers were rated as 'satisfactory' or 'in need of training', and whether or not they had received training did not influence this rating. Whilst section 4.7 clearly illustrates the significant differences in skills, the more important message from these data is that apart from the two skilled interviewers, the ratings for all of the dimensions assessed for witnesses and victims were below the mean for the scale. This indicates that the general level of skill was **poor**. Similarly when it came to using the CI 'skilled' interviewers were also rated poorly (e.g. below the mean). Thus Mclean's (1993) statement still rings true in that the interviewing of witnesses and victims is far worse than that of suspects.

It could be argued that these findings relate to the type of crime being examined. Therefore, a comparison of interviews by crime type was conducted and described in section 4.8. As would be expected, serious crime interviews were longer (average = 90 minutes) than those for bulk crime. During this longer time no statement was taken, all effort being focussed on conducting the interview. The interviewers then went back at a later date for the interviewees to sign a written statement constructed from the interview. This is much better practice because as one rater noted: "*the biggest impact listening to the tapes was the silence when the officers were writing the statement and the effect this had on the witness. You could hear them sighing and making other noises of boredom*". Similar comments were noted by a number of the raters remarking on many of the interviews assessed. For example: "*very long pauses and irrelevant chat during the statement taking and also watching the TV during the process*".

Although the recording (whether audio or video) of all witness and victim interviews is clearly the way forward this will have important consequences in terms of resources and legal issues. The recording of interviews on the scale suggested will require considerable funding at a time when there are already tremendous pressures on the resources allocated to Chief Officers. To alleviate further pressures such recording could be implemented over a fixed time frame (e.g. 3 years). In addition, the legal position of such interviews will need to be clarified. In particular whether the recordings would constitute the interviewees evidence in chief in all circumstances or only for those people who are vulnerable. Despite these issues, the current authors

believe that recording (by audio or video) interviews will be an important step forward in the evidence gathering process.

Another issue with regards to witness and victim interviews is the location at which they are conducted. Traditionally this has been at a location convenient to the interviewee, usually their home or place of work. Unfortunately, these environments offer a range of distractions, which impede the process of searching memory. Back in 1992 Baldwin warned of the need to consider the environment in which an interview takes place, though this doesn't seem to have been addressed for interviews with victims and witnesses to crime. Indeed evidence from this study indicates that in some circumstances interviewing at home or work could affect the evidence being gathered (see 4.3). Therefore it is worth considering having a room set aside at each police station, which is pleasantly furnished for the specific use of interviewing witnesses/victims of crime (in a similar manner that we treat child victims and those who suffer sexual assaults) and where such interviews can be recorded. This may have a number of additional benefits, as well as control over the interview environment (see 4.3 regarding the problems with interviewing at home, work etc). For example, this could benefit community-police relations, by reducing stereotypes and nervousness regarding police establishments, as it is known that stereotypes persist due to lack of contact with outreach-groups. This would also render the police station as more person-friendly for the community to call into to report crime. Which could, in turn, increase the reporting of crime (one of the reasons for the dark figure of crime, is the lack of victim/witness/complainant reporting crime in the first place).

Recommendation 9: *It is therefore recommended that as far as is possible (bearing in mind the needs of the interviewee) interviews with victims and witnesses should be conducted in a more controllable environment (i.e. a police station).*

Surprisingly, as we usually believe only the best interviewers are used for serious crimes, the skill level of those officers conducting these interviews was spread across the skills spectrum. Though it must be said that they were more likely to be skilled than those conducting bulk crime interviews. This resulted in a data set where two thirds of the interviews elicited a comprehensive account of the incident in question. The larger number of skilled interviewers in the serious crime data set resulted in a number of significant differences between the two groups. In the serious crime

interviews the introductions were more professional, there was more evidence of rapport, and interviewees were more likely to be told that the interview was their opportunity to give an account. This was supported by greater encouragement to give the account, which in turn was explored in more depth using a logical sequence. The questioning to elicit this information was usually skilful making some use of the interviewee's own words, although (despite the low numbers) there were significantly more multiple and complex questions during the interviews concerning serious crime. Whilst there was more evidence of the CM style of obtaining an account there was no difference in the use of the CI, of which there was little or no evidence. This is surprising as there is an extensive literature of the effectiveness of the technique (Könken, Milne, Memon, and Bull, 1999) which has been a core aspect of PEACE since its inception and even simplified in recent literature (e.g. NPT, 2000) to encourage officers to use its various elements.

The characteristics of the interviewers in the serious crime group were rated as much better than their colleagues in the bulk crime data set. They were more likely to explore the information given and demonstrated a higher level of flexibility and active listening. At the end of the interview these interviewers gave details of how to provide further information on a regular basis. All of which supports the idea of a more professional approach to conducting the interview. Despite the improved performance demonstrated by the interviewers in the serious crime group, many of the mean scores were below or only just above the median for the rating scale. In other important areas there was no difference between the two data sets such as for planning and preparation or use of the CI. The way one of the raters put it was: *"these were of a much lower standard than the suspect tapes, in that there were far more leading questions asked, most of the interviewers did not allow the witnesses to tell their account, and the interviews were mainly police led, unstructured and not planned. I felt in most interviews the witness had a lot more to tell"*. Which is a damning indictment on the way we treat those people who supply what has been called the lifeblood of an investigation: information.

Though it must be acknowledged that there were many differences across interviews with witnesses to serious crime compared to volume crime; the serious crime interviews were rated as much better overall. This would seem to suggest that when there is time, resources and perhaps the motivation to interview appropriately trained

interviewers who do not have to take a statement will use PEACE more readily. Thus PEACE can work given the appropriate policing environment. However, it does seem that a section of the victim and witness population is being disadvantaged in the process and this is likely to increase in the near future. Witnesses and victims of serious crime, child victims and soon (under the Youth Justice and Criminal Evidence Act 1999 sec 16) other vulnerable witnesses will have their account of events recorded (by video or audio). The probable result, based on evidence from this study, is that the account will be more complete and therefore provide more evidence from which police can identify and prosecute the offender. However, a substantial number of victims and witnesses who do not fit into these 'high profile' categories will continue being interviewed in poor conditions and 'having statements taken' rather than being permitted to provide a comprehensive account of what took place. In other words a group who are effectively not being interviewed.

The past 5 years has shown a growing concern by the public regarding the evidence collected by the police during various enquiries. At present the service enjoys the ability to re-investigate such incidents and gather new evidence where available. In addition, many forces have introduced review teams to assess the quality of major enquiries. However, most crimes reported to the police do not fall into the category of major or serious. Unless the best evidence is collected during the initial investigation (i.e. by recording the victim or witness giving a full account) then the time may soon come when the public will hire their own investigators. Bearing in mind the evidence from this study is that neither the CI or its components is being used by officers and, in fact, most interviews with victims and witnesses are confirmatory, then it is very likely that an interview at a later date will elicit more information. This is almost certain to be the case if the CI is used. Indeed the CI is advised to be used for interviews with children and vulnerable adults in the new Memorandum of Good Practice, 'Obtaining best evidence'.

In addition, previous studies by McLean, (1992) and Daniell (1999) have highlighted the manner in which information is lost between the interview and the statement which could be retained and used if all witness and victim interviews were recorded. McLean (1992) found that on average 16 pieces of information were likely to be missed in this way and seven years later Daniell (1999) still found evidence missing from the written statements. Writing statements in the first place (i.e. not recording),

their research suggests, results in a third of all the information reported by the interviewee being lost from the statement. According to some authors this is one of the major factors in wrongful acquittals (see Milne, and Shaw, 1999; Milne and Bull, 1999 for more on this issue). Recording (audio or video) and later getting the interviewee to go through and sign the statement can also help in informing witnesses of how an investigation is progressing in accordance with the Victims Charter. In addition, it is known that new information concerning the crime is likely to be forthcoming over time and this would help extend the functional life of an interview in line with how memory works. Indeed, a witness/victim, may be more willing to appropriately correct an interviewer at a later date, when they may be less tired, less traumatised etc.. There is also a requirement by the Council of Europe that information collected by the police (usually regarding loss or injury) is updated as appropriate (Sanders, 1999). So it is imperative that officers explain how interviewees can provide further information.

The police service in England and Wales is currently in a position to dramatically change its working practices as it did when the mandatory recording of suspect interviews was introduced. Evidence currently emerging with regards to victim and witness interviews is every bit as damning as was produced before the recording of interviews with suspects started. With the requirement to record some witness and victim interviews under the Youth Justice and Criminal Evidence Act 1999 nearly in place, this would seem the obvious time for the service to demonstrate its professionalism and to opt to record most interviews with witnesses and victims providing event relevant information (occasions where the person is only identifying or confirming ownership of property, clearly do not need to be recorded). In doing so the police service would be acting in line with the 1990 ACPO report accompanying its "Statement of Common Purpose and Values", which states "The police service firmly believes that the public is right to have the highest expectations of consistent and professional standards of service to be provided by the police in all circumstances" (cited in George 1992). The audio/ video recording of witness and victim statements is clearly a step towards such professionalism.

It must, however, be acknowledged that the police service does not really know the number of interviews that are conducted with victims and witnesses each week, month or year. Nor is there any information regarding the number of these interviews

that result in a section 9 statement. Therefore, it is very difficult to determine the impact on the service of recording witness and victim statements at this time. Prior to the introduction of video recorded interviews with children, Flin, Bull, Boon and Knox (1992) conducted a survey for the Scottish Office to determine the number of child witnesses cited to testify in criminal proceedings. There is no such information regarding witness and victim interviews, although some work is currently being undertaken in the MPS.

Recommendation 10: *Therefore it is recommended that ACPO and NPT urgently sponsor National research to inform the service of the numbers of witness/ victim interviews being conducted. This will then allow Chief Officers and ACPO to make informed decisions regarding the resources required for tape recording of witness and victim interviews.*

Recommendation 11: *The service should take this opportunity to introduce the tape recording of all interviews with 'event relevant' victims and witnesses who provide evidence regarding the event under investigation. This will facilitate witnesses and victims to provide a comprehensive account of what they remember of the event (Milne & Shaw, 1999). The interview, wherever possible (and where the interviewee has no special needs), should take place at a police station, which could possibly have the side effect of making the public more comfortable with entering these buildings and providing information (see Recommendation 9). This ensures that all evidence is retained with the tape recording being available for case reviews plus the supervision and development of staff.*

Recommendation 12: *Refresher training should urgently be developed to reinforce the skills of interviewing witnesses and victims. In particular this must include the need for people to be allowed to give an uninterrupted account and practise those elements of the CI which aid the retrieval of information because, despite PEACE training, interviewing is still seen to focus on suspects.*

Recommendation 13: *Reiterates the need for all interviews to be planned including those with witnesses and victims. To quote the Memorandum of Good Practice (1992) sec 2.1 " No interview should be conducted without adequate planning. Even on the rare occasions when an interview must be conducted within hours, a plan including clearly defined objectives should still be prepare..... Failure to do so is likely to lead to an unsuccessful interview and consequent disservice to the interests of both the [victim] and justice." Therefore, the Memorandum of Good Practice*

should be followed with all co-operative interviewees and written interview plans should become a formal requirement (see also Recommendation 3).

Should the police service not take up these challenges, at this time, then there are others that will. Currently there are a range of organisations both in private and public service, who have understood the good practice proposed by PEACE and are actively teaching their investigators how to interview, facilitating the recording of interviews and then using those recordings to supervise and develop their staff (e.g. British Airways, Department of Health, Inland Revenue, ect.). In the future the police may find themselves in a position where they are not the preferred or the most professional organisation for obtaining victim and witness evidence.

In addition, if the service does not improve the recording of victim accounts then a number of issues must be considered. By not allowing or giving a victim or witness the opportunity to fully give their account of events the police are clearly not providing a quality professional service. More importantly, it could be argued that officers are infringing people's right to free speech: that is by instituting 'the standard police interview' they set up a cognitive expectation that only information in answer to a question will be accepted, thereby preventing the victim (or witness) from freely giving their account and hence curtailing free speech. The UN Declaration of Basic Principles of Justice for Victims of Crime and Abuse of Power, 1985, specified ways that victims should have access to the legal process and para 6b provides for the views and concerns of the victim to be presented to the court (Sanders, 1999) and this is supported by decisions from the Council of Europe. It is true that these proposals mainly concern loss or injury but how can any loss or injury be assessed without a comprehensive and valid account of the incident by the victim?

6.4 PEACE training – The future

The initial questionnaire that was sent out to training managers determined that most police officers in England and Wales have now been trained to use the PEACE model of interviewing. In 1998, 64% (n = 23) of forces in this sample had over 70% of their force trained in PEACE, which was the sample average (see 2.1). However, there is some variability in the format of the course, together with a slight bias towards interviewing suspects. The real question, of course, is to what extent has this training had an impact on interviewing practice in the workplace?

Although at first sight it appears that PEACE training has had no effect on workplace practice, due to the lack of significant differences between the trained and untrained samples. However, it must always be kept in mind that the untrained sample was unlikely to be naive regarding PEACE. From the results presented at 3.3 and the discussion at 6.2 it is clear that since the work of Baldwin (1992) PEACE training has developed the skills used by police officers to interview suspects of crime. There has been an improvement in the planning and legal aspects of the introduction. The structure of the interview is more likely to be logical, and there has been an improvement with the use of open questions. However, it must be acknowledged that there are still areas of the interview that could be improved such as the social elements of the introduction, use of CM to gain a detailed account, and closure. Most of these have been shown to develop with workplace supervision (see 3.6) which will be considered below.

When considering the impact of training on interviews with victims and witnesses the picture is less rosy. It would appear that most officers do not use the tools taught on the PEACE course for enhancing witness/ victim recall, involving the CI. Instead they steadfastly cling to the question and answer routine that George (1992) described as the standard police interview back in 1992 prior to the advent of PEACE. The result is that most of the interviews with the victims and witnesses of bulk crime, and a significant minority of the serious crime sample, provided only a brief or partial account of events (figure 3.1). There are a number of possible reasons for this. The first is that the police officers surveyed (see Sec 2.2) in this study still linked PEACE to the interviewing of suspects. Many officers believe that PEACE is a too complex/ time consuming tool for most bulk crime interviews. This is compounded by witness and victim interviews not being subject to regular supervision, which is addressed below.

It is clear that not every interview with a witness or victim requires a full CI but interviewees do need to be allowed to provide an uninterrupted account, which can then be examined to provide more detail. More importantly though is that interviewers need to be taught how to do this and be encouraged and given the time to interview in this manner. With the expected increase of recorded interviews with victims and witnesses in the very near future, police interviewing will once again be

under the microscope. Based on the sample of interviews examined for this study, further training for officers who interview victims and witnesses of crime is essential, otherwise analysts working for the defence will surely identify information that has been suggested within an interview but not followed up during the investigation.

With most of the police service now trained in PEACE it would not be practicable in terms of monetary or staffing costs to begin a refresher program of a further 5 day course to reinforce the PEACE model. In fact it is suggested that the PEACE course as it stands has probably completed its task and needs to be replaced by a more flexible and holistic approach to interviewing within the service. This approach would see PEACE as the preferred model for all interviewing, whether investigative, personnel, management etc., across the service and would become an integral part of all courses that include an element of communication skills. Interviewing is a core skill in policing and must be treated as such by anchoring it firmly within a developmental training program across police officers' careers. (This, of course, is not a new proposal e.g. Shepherd (1988)). A proposed outline is set out below.

Tier 1: Probationer training which should build on the life skills of communication and listening. The initial introduction to PEACE should be firmly linked to these skills. Basic communication skills such as planning and preparation, opening an exchange, questioning, listening and closure should be identified, with PEACE then providing a formal structure. New staff can then be progressively introduced to witness/ victim and suspect interviewing together with their vulnerability and the new Memorandum of Good Practice during initial training and their probation. Development must be reinforced by workplace supervision of all types of interview.

Tier 2: All staff should then participate in an ongoing development program, which is in part, identified by supervision. Such a program of refresher training should be modular, using a range of teaching methods including practice and distance learning. Modules must be based on sound needs analysis and environmental scanning. Being investigation orientated, the refresher training modules should develop victim and witness interviewing skills, Memorandum of Good Practice interviewing, cognitive interview (for investigators), suspect interviewing skills (refining the use of CM), assessment skills (e.g. SE 3R) and the appropriate legislation.

Tier 2 will also involve supervisor and management (e.g. sergeant, inspector and senior officer) training which should include the PEACE interviewing framework as a method of **conducting all interviews** (management, personnel etc.). In addition, this should include the need for reinforcing its use (together with the new Memorandum of Good Practice) by staff when investigating incidents.

Tier 3: Specialist training already takes place for a variety of different roles and this should be set within the PEACE framework to provide a consistent approach. Modules in 'Tier 3' would include areas such as: volume/ beat crime units, child witnesses, sexual offences, vulnerable witnesses, enhanced CI, and advanced suspect interviewing for serious and series offences. Officers entering this tier will probably need to possess some form of entry qualification and undertake a skills assessment. Indeed today many of these people have undertaken some form of higher education such as the BSc in Policy and Police Studies or an MSc in Child Forensic Studies.

In addition to the operational aspect of tier 3 there is also a need for non operational roles at this level. Trainers of PEACE interviewing and those who assess interviews for supervision purposes should have a good practical and theoretical knowledge of the topic, including the new Memorandum of Good Practice. Staff performing this role need to be aware of current issues in investigative interviewing and be able to support training at all levels of the organisation from probationer to Senior Investigating Officer (SIO).

Tier 4: The final level are the interview advisors. These are the officers who are skilled interviewers and investigators. Their role is to advise and plan interview strategies at a local level and, more importantly, during the investigation of major crimes. Apart from their own academic qualifications, interview advisors will often have links with the NCF, academia and conduct their own research into the topic of interviewing. These officers will likely alternate their time between training and operational work as their knowledge will be invaluable in both roles.

It is accepted that some of the modules for these tiers are already in place, the point here is to complete and formalise the framework, (i.e. develop of model of police interviewing). All future interview training must demonstrate the flexibility of the PEACE model and how formal plans enable interviewers to determine which tools are needed on each occasion. In addition, this study has demonstrated that it is no longer sufficient just to develop training for interviewing. The training must include guidance for participants on how to transfer/ use the new skills into the workplace. This, of course, must be supported by guidance for managers and supervisors on how to support and supervise these skills in the workplace, together with an explanation of how the new skills will aid the provision of a professional service within a Best Value framework. Managers and supervisors should bear in mind that although the skills taught on the PEACE course appear to be anchored in the interview room they are underpinned by social and communication skills which can be used in everyday contact with the public. Consequently, not only does interview training develop the formal aspect of interviewing, it should also enhance the way officers interact with the public on a day to day basis.

Recommendation 14: *It is recommended that this framework and its accompanying modules be implemented as soon as possible so that when developmental needs are identified they can be met with suitable training. In particular the module for interviewing witnesses and victims alongside the new Memorandum of Good Practice needs to be developed as soon as possible, and made available to officers who regularly interview these people.*

Despite these recommendations and advice the service still has a major decision to make regarding investigative interviewing and its training. Who should conduct interviews, and what training is required by staff performing differing roles? Currently all operational officers are trained but it is clear from this study and previous research that even with training not everyone will make a good interviewer. Other studies (e.g. Hall, 1997 and Collier & Styles-Power, 1998) found that not all operational officers interview. Therefore, it is important that future training is targeted at the relevant staff. One method, that is used in other forces (e.g. Devon and Cornwall, Kent and Sussex) is to develop interview teams and use statement takers, which releases patrol officers from the need to spend large periods of time in the station. However, it does not provide an environment for new officers to develop their communication

skills for day to day contact with the public and their interviewing skills in order to perform the various specialist roles discussed in the model above. Another method might be to identify suitable officers at team or unit level and develop their interviewing skills. Then interviewers could be used in the same way that advanced drivers, specialist search operatives, vehicle examiners etc. are used to provide a specialist function within the team. Other officers would accompany or support them as necessary to gain experience. This of course would cut down on the number of staff needing training and supervision. Training staff, interview advisors or the use of assessment procedures such as psychometric testing, could identify officers to perform such a role.

Recommendation 15: *That suitable assessment procedures and psychometric tests are identified or developed to enable the service to target communication skills and PEACE training in a more appropriate and consistent manner.*

It is only by targeted training, which is supported in the workplace, that the police service will be able to make the best use of PEACE interview training. Although Baldwin (1992) suggested that only some people will be really good interviewers it is important to develop staff to the best of their ability in this crucial skill.

6.5 Supervision of Interviews

6.5.1 Supervision policy

After the development of a supervision training module for investigative interviewing ACPO left it up to individual Chief Constables as to whether to implement a policy on the matter. By June 1998, 49% of the responding forces had a supervision of interviewing policy in place, with another 16% having other, non policy, supervision of interviews. Only one police force indicated that they would not implement the supervision of interviews due to disclosure issues.

As has already been mentioned, training alone will not develop new skills and three of the sites that provided interviews for this study had a supervision policy in place. The results show that the setting of a policy is significantly associated with improvement in the manner in which the caution is given and checked, but more

importantly the structure of the interview itself. In particular, there is more evidence of: (i) conversation management; (ii) summarising and linking information; (iii) explaining that the interview is an opportunity for the interviewee to give their account; and (iv) improved information regarding the interview purpose and processes. All of which is an encouraging sign for the impact of workplace supervision on developing skills, especially as the words “supervision policy in place” were chosen carefully! The evidence of previous studies such as Collier & Styles-Power (1998), Stevens (1998) and Rigg (1999) all point to the fact that whilst there may be a policy in place, this does not in itself mean that it is being complied with. Indeed, conversations between the authors and colleagues from across England and Wales indicate that the supervision of interviewing is being applied in an ad hoc manner. Pockets of good practice usually being found where there is a supervisor who has a particular interest in investigative interviewing.

Having a supervision policy in place was also noticeable when it came to the assessment of interviews with witnesses. Whilst none of the supervision policies currently in place relate to interviewing victims and witnesses, the provision of a policy did have some relationship with the quality of these interviews. In particular, untrained officers at locations where there was no supervision policy were less likely to introduce themselves in a clear manner and they conducted significantly shorter interviews.

In view of these findings one must ponder the question that if just the provision of a policy has a significant relationship with practice, how much more impact would there be if the policy were put into practice? The current authors believe that regular and good quality supervision of interviews would lead to a dramatic improvement of skill transference.

The provision of regular and consistent interview supervision needs to be considered from two perspectives: (i) the organisation, and (ii) the rating instrument. Clearly there is an increasing awareness of the need for supervising interviews as shown by the increasing numbers of police forces who are implementing policy on the topic. This is supported by the HMIC (1999) who “**cannot stress too much** (their highlight) that managers and supervisors at all levels must:

- (i) accept responsibility for the development of their staff;
- (ii) recognise that developing staff is a key part of their role; and
- (iii) be actively involved in supporting staff who are undertaking training”(pp78).

In fact the Practical Guide to Investigative Interviewing does provide guidance for supervisors on how they can enhance the usefulness and skills transfer of staff attending a PEACE course. It is not known to what extent this is used. What we do know is that relatively few supervisors actually assess the interviews of their staff. A common reason given for not doing this is time. When Stockdale (1993) examined the supervision of interviews, officers provided three times as many excuses for not supervising interviews as there were for carrying out supervision. This is not to say that first line supervisors do not have a heavy and increasing workload, many do. The issue is one of priority - what priority does the police service put on the interviewing skills of its staff? As noted in sec 2.2, it takes about two hours work to supervise an interview and it therefore often takes a low priority. Apart from staff development, supervision would also enable possible breaches of PACE to be identified before a case goes to court. As this is just one aspect of personal development, if supervisors cannot find time to assess interviews, one must wonder whether any of the HMIC expectations of supporting staff development take place?

Clearly a policy on the supervision of interviews is insufficient on its own. Three independent studies (Stevens, 1998, Paisley, 1998 and Rigg, 1999) have concluded that it should be part of an officer's annual appraisal. The current authors concur with this view and extend it in the light of research which highlights that "having their own performance outcomes tied to their subordinate's success appears to create a very salient performance setting" (Moss & Martinko, 1998, pp270).

Recommendation 16: *Therefore, it is recommended that a Nationally agreed policy on the supervision of interviews be developed. This should include (i) that interviewing and communication skills be an integral element of annual appraisal's for all staff, (ii) that the priority be attributed to supervision by the service, and (iii) that subordinates performance become a criterion in the annual appraisals for all supervisors and managers (see also Recommendation 18).*

Furthermore, the importance of interviewing must be acknowledged by organisations not just by setting policy but by incorporating into their assessment of business excellence and value for money. This would overcome the *laissez faire* attitude encountered by Stevens (1998) and encourage overt support for interview supervision at senior command level because, to paraphrase Elliston, (1995) “if it doesn’t get measured it won’t get done”. Gaspar (1997) suggests that there are now “two agendas: one to identify the fundamental beliefs and attitudes of managers which are causing problems. The second to create action through positive marketing of the changes that are sought”(p 20). Further discussion on this issue can be found in section 6.6.

Before moving on it is important to consider the question of who should actually conduct the supervision or assessment of investigative interviews. The word supervision seems to imply that sergeants or inspectors must carry out these assessments. Why? Many constables across England and Wales have been and are still teaching PEACE, many others assess their colleagues’ and peers’ performance as part of their daily work (e.g. trainers in many areas of work), so why shouldn’t they assess investigative interviews? This would lessen the burden of work on sergeants, help to enhance the status of constables, and provide knowledgeable interviewers within teams and units who could help support their colleagues. The resulting assessment would be available for use by supervisors as evidence for staff appraisals, whilst enabling supervisors to spend more time on other areas of staff development.

Recommendation 17: *It is recommended that NPT and ACPO conduct further research into the viability of suitably qualified constables or support staff assessing investigative interviews.*

6.5.2 Assessment instrument

The supervision of interviews is usually conducted by listening to the audio recording of an interview and assessing whether it conforms to the PACE Code of Practice and the PEACE model. A forty four item checklist is provided with the PEACE pack to assist with the assessment process. This instrument requires the supervisor, in most instances, to indicate whether or not a particular item was carried out or that it was not observable or applicable, and provides space for evidence. Unfortunately, many

of the items on this scale refer to more than one behaviour and are therefore not suitable for assessment using this type of scale. As mentioned in section 5.2, this caused confusion with officers marking either yes or no and then qualifying their rating with a written comment nearby. In addition, no definitions or guidance is provided to ensure consistency of rating. Consequently, different supervisors are likely to assess an interview by applying different standards. If interview supervision is to be a valid process the assessment of interviews must be carried out in a consistent manner, especially if it becomes part of the appraisal system as has been suggested.

To overcome the problems with the checklist a new rating instrument was developed as part of this research (see 5.3) and was pilot tested using officers from six separate forces. The results of the comparison study demonstrated a number of worrying inconsistencies regarding inter-rater agreement using the National checklist. Many of the problems were found to be due to the difficulty of applying the scale to an item that has more than one behaviour (e.g solicitor introduces self and explains role). What happens if a solicitor introduces themselves but does not explain their role? Confusion occurs as to what should be recorded in this instance. Using dimensions of assessment and a seven point scale overcame this problem. However, it must be acknowledged that supervisors were not comfortable using the Behaviourally Anchored Rating Scale in part because of its layout, but also due to the need for them to consider performance across the whole interview rather than discrete items in a chronological order. This is an issue found with assessors at assessment centres and can be overcome with suitable training.

The BARS scale provided a more informative evaluation of the interviews with most supervisors including evidence to support their ratings. More importantly, the scale highlighted that a number of supervisors were assessing the interviews at a superficial level and not picking up on important errors or omissions. In addition, the supervisors' understanding of legal and procedural issues could also be identified using this scale. This was not possible with the checklist. Another advantage of the BARS is that it maps directly onto the competencies that have been developed for investigative interviewing as part of the National Competency Framework Project. Adopting the scale would mean that there would be a direct link between the expected competencies for investigative interviewing and their assessment.

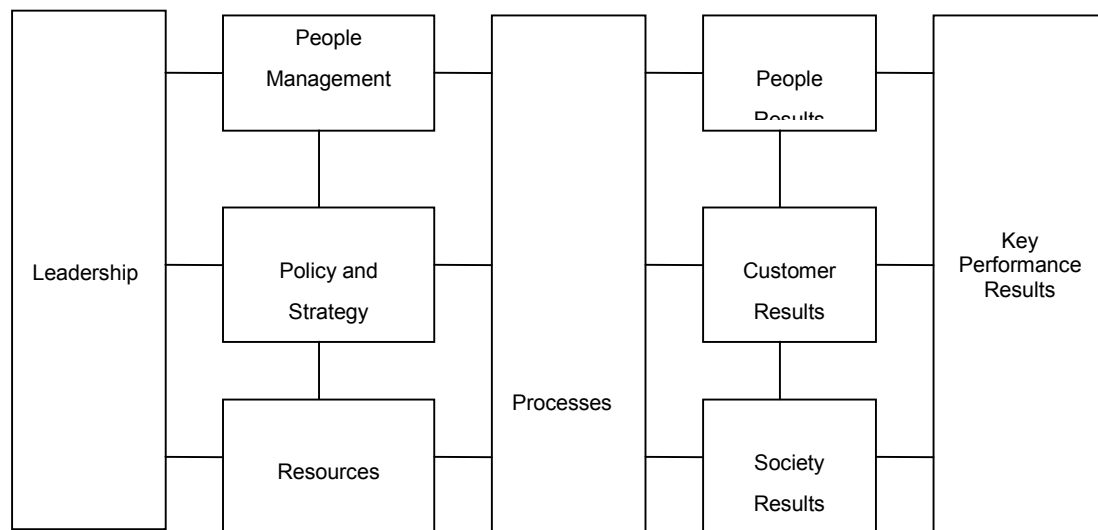
Recommendation 18: *In view of these findings it is recommended that further research be funded to develop the BARS for investigative interviewing and that this should include expanding it to include interviews with victims and witnesses together with suitable training material. This would enable the service to introduce a consistent and meaningful support package, in line with the National Competency Framework, for PEACE investigative interviewing. Especially as good supervision, from the results of this study, has the potential of developing work place practice.*

6.6 Investigative interviewing and service delivery

From the vast training program that has been undertaken over the past seven years it can be argued that the service places a high priority on interviewing skills. In order to recoup those costs and demonstrate value for money, these prized skills must become part of the fabric of the organisation. Not least because PEACE interviewing skills have a much wider application than so far acknowledged - but more of this later.

One method of examining how interviewing impacts and is supported by the organisation is to examine it in the light of the Excellence Model for management, which is depicted at figure 6.1 below. Moving left to right across the model it is possible to determine how the service is progressing with regards this area. The first criterion is that of leadership and from the evidence provided in this study it appears that this is sadly lacking where interviewing is concerned. From the studies conducted to date there is little or no support or involvement by leaders, which may be due to a poor recognition of the problem but results in no commitment to continued development.

Figure 6.1 Depicts the excellence model of management



PEACE training and interviewing support a wide range of service policies including most ministerial priorities and policing plans at force and local levels. Two examples using ministerial priorities are: (i) to reduce local problems of crime and disorder in partnership with local authorities and other local agencies and the public, and, (ii) to increase trust and confidence in policing amongst minority ethnic communities. To reduce local problems of crime and disorder the Metropolitan Police Service (MPS, 2000) committed to a number of objectives including “enhance conduct of house to house enquiries” (p35) by training uniform officers, to reduce artifice burglary. Achieving this objective could be supported by PEACE interviewing which aims to provide tools for enhancing memory and obtaining detailed information about events. Similarly, increasing trust amongst minority groups involves listening to them and once again PEACE advocates this by requiring interviewers to first obtain an uninterrupted account. These are just two examples of how interviewing training fits into the policy and strategy of the police service and every force in England and Wales could find similar examples.

In reality the reduction of all crime rests on information and the best source of information is people. People provide information mainly through social dialogue either informally (chats on the street) or formally (in an interview room). PEACE provides a logical structure for use in both situations and more importantly it provides a vehicle for people to freely express what happened (Article 10, Human Rights Act

1999). This in turn allows the police service to provide a consistent and professional service. Unfortunately this does not seem to be being communicated or understood by staff at all levels of the organisation. As far back as 1995 Elliston pointed out the need for PEACE interviewing to have a coherent implementation strategy, rather than just the provision of training. Without such a strategy training does not become a vehicle for lasting development.

Providing a strategy involves managing people so as to provide the level of service expected and to some extent PEACE does this by providing training. What has been found in this and other research, though, is that there is no empowerment to encourage use of the new skills, and the importance of them is not communicated to staff. Not only does the use of new skills need to be encouraged, there must also be a method demonstrating their effectiveness. For interviewing this could be achieved by a number of indicators such as; (i) examining details of complaints concerning poor communication skills, (ii) the numbers of cases withdrawn due to breaches of PACE during interviews, and, (iii) the number of interviews with victims and witnesses where pertinent information is gathered. Unfortunately, few if any, forces record such information. This results in it being very difficult to measure the impact that the development of PEACE has had on providing a professional service.

Of course, providing a professional service comes at a cost and whilst the resources for recording interviews with suspects are in place, recording interviews with victims and witnesses as well has important resource implications. The cost of the equipment to record such interviews together with the building work needed to provide suitable accommodation for witness and victim interviews is probably beyond the scope of the police service on its own. However, in partnership with local agencies and businesses this should be overcome. On this occasion partnership is even more important because it will not be practical for every witness and victim, whose interview should be recorded, to visit a police station. Therefore, partnership with the local community could provide a wider range of locations/ options for recording such interviews. For example, one force has arrangements with local hotels to use empty rooms for recording interviews of victim and witnesses of serious crime. Clearly these arrangements will not be suitable for everyone and there will always be a some members of the community who should be interviewed in familiar surroundings in accordance with the new Memorandum of Good Practice. Once

again the police service needs to be flexible in its approach to where interviews should be conducted.

In order for interviewing to have an impact its processes must be identified and managed. It is only in this way that managers can review what impact interview development has had on the provision of services and whether, in fact, it has improved them. The provision of development training such as PEACE must produce quantifiable results in order to justify its existence. However, this is not possible at the current time because not all of the processes are being managed, in particular there are no processes in place to review performance and implement changes in order to gain improvement. Consequently, it is difficult to measure the results of PEACE training.

From the research discussed at the start of this report it is known that the new skills are well received by staff. However, there is little evidence of encouragement to use the skills in the workplace. The use of new skills or procedures can only be determined using performance indicators, some of which have been considered above. An important indication could be provided by supervision, which examines all types of interview for the use of PEACE and helps develop that use with individual members of staff.

Having been the victim of crime or volunteered information to assist police during their investigations, the public wants to be listened to. They do not want to respond to quick fire question and answer sessions that typify the standard police interview. By listening to the public the police service will increase the satisfaction of its customers and this is something that could be captured with customer satisfaction surveys. However, it will not just have an impact on individuals but on society as a whole. In recent years the service has seen the effect of not being perceived as listening to the public. The news media have shown members of the public complaining that the police do not listen to them, especially in a number of high profile cases (e.g. the Lawrence family) over the past decade. It is only by examining the internal and external impact of investigative interviewing that the service could demonstrate the key performance results for providing PEACE training. Of course to do this we need to identify both the desired outcomes and their indicators that

demonstrate they have been achieved (some indicators have already been suggested above).

Recommendation 19: *Further research should be conducted to identify performance indicators that would demonstrate the impact of PEACE training on the provision of a service to the public. This is a process that should take place during the development of all future training programs that are designed to improve performance.*

7 CONCLUSIONS

Roger Gaspar who managed the PEACE development team has pointed out that “there are few comparable exercises of a similar size” to the introduction of PEACE (Gaspar, 1997, p18). This is demonstrated by the fact that 70% of operational officers were reported as being PEACE trained at the start of this study in 1998. The present research has found that PEACE training **has** developed the manner in which the police service interview suspects of crime, although further development is still needed in communication skills and the structured examination of an interviewee’s account. Added benefit was found where a supervision policy was in place and (as has been pointed out above) the authors suggest that this would have greater impact if the supervision were conducted in a structured manner. To this end recommendations were made concerning development training, supervision and the instrument used to assess interviews.

When it came to interviews with victims and witnesses, it was found that the process was less of an interview and more of a statement taking exercise. This may in part be because such interviews are not routinely recorded and therefore not the subject of evaluation. However, it is suggested that with the advent of recording more witness and victim interviews, as a result of the Youth Justice and Criminal Evidence Act 1998, the service has an opportunity to address the problem. The current authors believe that this presents an opportunity for the police service to enhance its treatment of victims and witnesses and have made recommendations as to how this could be achieved.

In order to facilitate the continued development of investigative interview training a four-tiered framework has been proposed. This provides a career span development process from Probationer to Interview Advisor. Importantly though, the framework acknowledges that police interviewing does not just reside in the interview room and PEACE can be just as useful when talking to people on the street or conducting personnel interviews.

Clearly training on a scale such as PEACE represents a considerable financial investment for the service. Unfortunately, no performance indicators could be found which demonstrate the value of this investment. It has been suggested that these

are developed as a matter of urgency in order that the value of PEACE training can be considered within a Best Value framework.

Finally, it must be acknowledged that some of the outcomes of this evaluation had previously been identified by a number of similar (albeit smaller scale) studies. Police staff regularly conduct quality research on topical subjects which could inform the way it provides a service to the public. Unfortunately, with regards to investigative interviewing the findings of such research has not been used to inform practice. Therefore, it is recommended that NPT and the NCF review their environmental scanning procedures which identifies such research, and develop structures for its evaluation and inclusion into practice where necessary.

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9 RECOMMENDATIONS

Recommendation 1: *It is recommended that the NCF, NPT and PCRU develop methods of encouraging staff to register all research projects, and the processes necessary for enabling the knowledge gained from such research to inform training and practice in a timely manner.*

Recommendation 2: *Therefore, it is recommended that future training design incorporate advice and structures for transferring skills to the workplace together with guidance on how this fits into and can be measured in a best value culture. (See also Recommendation 18).*

Recommendation 3: *In view of this it is recommended that written interview plans (for all interviews) should become a formal part of the interview process and kept with the case papers.*

Recommendation 4: *It is therefore recommended that with regards to interviews with suspects that refresher training should be targeted at developing the skill of obtaining, developing and testing an interviewee's account using the appropriate 'tools' for co-operative and uncooperative interviewees, i.e. being flexible (see below for training structure).*

Recommendation 5: *It is proposed that an aide memoir card for closing an interview be expanded to include summarising the interview, providing an opportunity to add, alter or correct what has been said and to provide information regarding what will happen after the interview.*

Recommendation 6: *Refresher training should be supported by positive supervision targeted at the aims and objectives of those skills learned during refresher training.*

Recommendation 7: *A standard introduction and closure aide memoir card be developed for interviews with victims and witnesses.*

Recommendation 8: *Guidelines be produced for interviewing people who are initially believed to be a victim or witness and later are considered to be suspects, the European Human Rights Act 1999 may also have an impact here regarding self incrimination.*

Recommendation 9: *It is therefore recommended that as far as is possible (bearing in mind the needs of the interviewee) interviews with victims and witnesses should be conducted in a more controllable environment (i.e. a police station).*

Recommendation 10: *Therefore it is recommended that ACPO and NPT urgently sponsor National research to inform the service of the numbers of witness/ victim interviews being conducted. This will then allow Chief Officers and ACPO to make informed decisions regarding the resources required for tape recording of witness and victim interviews.*

Recommendation 11: *The service should take this opportunity to introduce the tape recording of all interviews with 'event relevant' victims and witnesses who provide evidence regarding the event under investigation. This will facilitate witnesses and victims to provide a comprehensive account of what they remember of the event (Milne & Shaw, 1999). The interview, wherever possible (and where the interviewee has no special needs), should take place at a police station, which could possibly have the side effect of making the public more comfortable with entering these buildings and providing information (see Recommendation 9). This ensures that all evidence is retained with the tape recording being available for case reviews plus the supervision and development of staff.*

Recommendation 12: *Refresher training should urgently be developed to reinforce the skills of interviewing witnesses and victims. In particular this must include the need for people to be allowed to give an uninterrupted account and practise those elements of the CI which aid the retrieval of information because, despite PEACE training, interviewing is still seen to focus on suspects.*

Recommendation 13: *Reiterates the need for all interviews to be planned including those with witnesses and victims. To quote the Memorandum of Good Practice (1992) sec 2.1 “ No interview should be conducted without adequate planning. Even on the rare occasions when an interview must be conducted within hours, a plan including clearly defined objectives should still be prepared..... Failure to do so is likely to lead to an unsuccessful interview and consequent disservice to the interests of both the [victim] and justice.” Therefore, the Memorandum of Good Practice should be followed with all co-operative interviewees and written interview plans should become a formal requirement (see also Recommendation 3).*

Recommendation 14: *It is recommended that this framework and its accompanying modules be implemented as soon as possible so that when developmental needs are identified they can be met with suitable training. In particular the module for interviewing witnesses and victims alongside the new Memorandum of Good Practice needs to be developed as soon as possible, and made available to officers who regularly interview these people.*

Recommendation 15: *That suitable assessment procedures and psychometric tests are identified or developed to enable the service to target communication skills and PEACE training in a more appropriate and consistent manner.*

Recommendation 16: *Therefore, it is recommended that a Nationally agreed policy on the supervision of interviews be developed. This should include (i) that interviewing and communication skills be an integral element of annual appraisal's for all staff, (ii) that the priority be attributed to supervision by the service, and (iii) that subordinates performance become a criterion in the annual appraisals for all supervisors and managers (see also Recommendation 18).*

Recommendation 17: *It is recommended that NPT and ACPO conduct further research into the viability of suitably qualified constables or support staff assessing investigative interviews.*

Recommendation 18: *In view of these findings it is recommended that further research be funded to develop the BARS for investigative interviewing and that this should include expanding it to include interviews with victims and witnesses together with suitable training material. This would enable the service to introduce a consistent and meaningful support package, in line with the National Competency Framework, for PEACE investigative interviewing. Especially as good supervision, from the results of this study, has the potential of developing work place practice.*

Recommendation 19: *Further research should be conducted to identify performance indicators that would demonstrate the impact of PEACE training on the provision of a service to the public. This is a process that should take place during the development of all future training programs that are designed to improve performance.*

Appendix A – Questionnaire to examine the position of PEACE training by force

Appendix B – Rating scale and definitions sheet for the assessment of interviews with suspects

Appendix C - Rating scale and definitions sheet for the assessment of interviews with victims and witnesses

Appendix D – Semi structured interview formats for attitude survey

Appendix E – Behaviourally anchored rating scale (BARS) for interviews with suspects

Appendix F – Supervisors checklist for assessing interviews with suspects

Investigative Interviewing

Background

PC Colin Clarke and Dr Becky Milne are conducting an evaluation of PEACE investigative interviewing, with a Police Research Group award. As a first step in this project it is necessary for them to identify how PEACE is currently being trained and which police forces in England and Wales practice the management and supervision of investigative interviews: whether witness, victim or suspects. This will provide background information for the report and help with the identification of sites at which to undertake the main study. All the information will be treated as confidential by the researchers.

1. What is your role?

2. The PEACE Course:
 - (a) What percentage of your force are PEACE trained?

 - (b) What is the length of your PEACE course ?

 - (c) How long do you spend on witness/ victim interviews?

 - (d) How long do you spend on suspect interviews ?

 - (e) What is the selection criteria for officers attending a PEACE course ?

 - (f) Is anything else you would like to add regarding PEACE ?

3. Supervision of Interviews:

- (a) What is your policy regarding interview supervision?
(Please attach document if necessary)
- (b) Who supervises investigative interviews (e.g. what ranks/ grades etc.)?
- (c) What form does the supervision take?
- (d) What is the suggested sampling rate (e.g. 2 tapes per officer per year)?
- (e) Is supervision conducted on ?
- | | | |
|-------|--------------------------------|--------|
| (i) | live cases or | yes/no |
| (ii) | those that have been completed | yes/no |
| (iii) | other (please specify) _____ | |
- (f) Is supervision conducted on ?
- | | | |
|-------|--------------------|--------|
| (i) | suspect interviews | yes/no |
| (ii) | victim interviews | yes/no |
| (iii) | witness interviews | yes/no |
- (g) If you currently have no supervision policy-
- (i) Are there plans to introduce interview supervision in the future?
- (ii) Does interview supervision take place anyway?
- (iii) What form does this supervision take?
- (h) Is there anything you would like to add regarding the supervision of Investigative interviews?

4. Would you be interested for research into investigative interviewing to take place at a command unit in your constabulary? If your answer is yes, please provide your name and telephone number.

Thank you for you co-operation.

Interviewing Suspects - Rating Scale

Interview Ref No:

Rater:

Background

1. Interview Length:	_____ mins
2. Interviewer:	
Number present:	2a. 1 Male/Female 2b. 2 Male/Female 2c. 3 Male/Female
2d Primary Interviewer:	1 2 3 (please circle)
3. Interviewee:	
3a Gender	Male/ Female
3b Age:	Juvenile/ Adult
4. Other Persons present:	Explained Role
4a Solicitor	Yes/No 4e Yes/No
4b Appropriate adult	Yes/No 4f Yes/No
4c Social worker	Yes/No 4g Yes/No
4d Other(specify)	Yes/No 4h Yes/No
5. Overall Interview Outcome: (please circle one)	No comment / denied offence/ partial admission / comprehensive account/ confession

To what extent did the interviewer include the following interviewing behaviours? For each item circle the appropriate point on the scale and add any comments you feel are necessary.

Planning and Preparation

6. Planning and preparation

Demonstrates planning and preparation, good knowledge of case, prepared exhibits etc

Poor planning and preparation such as hesitation, case details unknown, etc

5	4	3	2	1
---	---	---	---	---

6a. Comments (please note tape counter reference of good/ bad practice):

Interviewing Suspects - Rating Scale

Engage and Explain

<p>7. Provides (Circle those items provided)</p> <p>8. Introduce self</p> <p>9. Identification of all persons present</p> <p>10. Caution given</p> <p>11. Checked understanding of caution</p> <p>12. Explains right to copy of tape</p> <p>13. Explains right to free legal advice</p> <p>14. Offers telephone advice (legal)</p> <p>15. Explores reason for no solicitor</p> <p>16. Explains grounds for arrest</p> <p>17. Explains interview purpose</p> <p>18. Provides details of routine and route map</p> <p>19. Puts significant statements/ silence</p> <p>20. Explains interview is an opportunity to give their account</p> <p>21. Evidence of Rapport Building</p>	<p>7a. Date / 7b. Time / 7c. Location</p> <p>Clear & Professional Not introduced</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Yes/ No</p> <p>Clear & Professional Not given</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Clear & Professional Not checked</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Yes/ No</p> <p>Clear & Professional Not explained</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> <td>N/A</td> </tr> </table> <p>Yes/ No N/A</p> <p>Yes/ No N/A</p> <p>Clear & Professional Not explained</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Clear & Professional Not explained</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Clear & Professional Not given</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Yes/ No</p> <p>Clear & Professional Not given</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Excellent No rapport attempted</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	N/A	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
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<p>22. Comments - Engage and Explain (please note tape reference No's of good/ bad practice) :</p> 																																															

Interviewing Suspects - Rating Scale

Account

Overview

23. Encourages suspect to give their version of events

Frequently Never

5	4	3	2	1
---	---	---	---	---

24. Development of topics

Apparent Not apparent

5	4	3	2	1
---	---	---	---	---

25. Dealing with difficulty

Maintains interview Flustered/ Early Closure

5	4	3	2	1
---	---	---	---	---

26. Appropriate Structure/ logical sequence

Always Never

5	4	3	2	1
---	---	---	---	---

27. Appropriate use of questions

5	4	3	2	1
---	---	---	---	---

28. Keeps interview to relevant topics

5	4	3	2	1
---	---	---	---	---

29. Summaries and links

5	4	3	2	1
---	---	---	---	---

30. Covers points to prove

All points None

5	4	3	2	1
---	---	---	---	---

31. Explores motive

In detail Not at all

5	4	3	2	1
---	---	---	---	---

32. Challenges

Problem Solving Confrontational

5	4	3	2	1	None
---	---	---	---	---	------

32a No challenge necessary (please circle)

33. Use of Special Warnings

Yes/ No

34. Asks if they committed the offence(s) in question

Yes/ No

35. Cautioned after a break

Yes/ No/ n/a

36. Exploration of information

Apparent Not apparent

5	4	3	2	1
---	---	---	---	---

Interviewing Suspects - Rating Scale

Account continued

37. Evidence of Conversation Management	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: left;">Apparent</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: right;">Not apparent</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	Apparent				Not apparent	5	4	3	2	1
Apparent				Not apparent							
5	4	3	2	1							
38. Evidence of Cognitive Interview	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: left;">Apparent</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: right;">Not apparent</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	Apparent				Not apparent	5	4	3	2	1
Apparent				Not apparent							
5	4	3	2	1							
39. Use of pauses and silence	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: left;">Appropriate</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: right;">Inappropriate</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	Appropriate				Inappropriate	5	4	3	2	1
Appropriate				Inappropriate							
5	4	3	2	1							

Interviewer Characteristics

To what extent did the interviewer demonstrate the following behaviour

40. Self confidence	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: left;">Clear & confident</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: right;">Nervous & unsure</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	Clear & confident				Nervous & unsure	5	4	3	2	1
Clear & confident				Nervous & unsure							
5	4	3	2	1							
41. Open mind	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: left;">listens to and explores explanation</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: right;">persists with own view</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	listens to and explores explanation				persists with own view	5	4	3	2	1
listens to and explores explanation				persists with own view							
5	4	3	2	1							
42. Flexibility	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: left;">Responds to new information</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: right;">persists with own view</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	Responds to new information				persists with own view	5	4	3	2	1
Responds to new information				persists with own view							
5	4	3	2	1							
43. Communication skills	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: left;">Clear appropriate speech</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: right;">Complex/ unclear speech</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	Clear appropriate speech				Complex/ unclear speech	5	4	3	2	1
Clear appropriate speech				Complex/ unclear speech							
5	4	3	2	1							
44. Active listening	<table style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: left;">Always</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: right;">Never</td> </tr> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </table>	Always				Never	5	4	3	2	1
Always				Never							
5	4	3	2	1							

45. Comments - Account (please note tape reference No's of good/ bad practice):

Interviewing Suspects - Rating Scale

Questioning Skills (count each instance eg IIII)

	Interviewer 1	Interviewer 2
46. Open ended questions		
47. Leading questions		
48a. Closed questions: Appropriate		
48b. Inappropriate		
49. Multiple questions		
50. Long/ Complex questions		
51. Statements		
52. Overtalking		
53. Inappropriate interruptions		

Closure

54. Summarises Interview	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: left;">Comprehensive</th> <th colspan="2" style="text-align: right;">None</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>	Comprehensive			None		5	4	3	2	1
Comprehensive			None								
5	4	3	2	1							
55. Invites suspect to Add/Alter or Correct	Yes/No										
56. Issues notice re tapes	Yes/No										
57. Records (please circle):	57a. Date & 57b. Time										
58. Overview of Closure	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th colspan="3" style="text-align: left;">Clear & Professional</th> <th colspan="2" style="text-align: right;">No obvious closure</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;">5</td> <td style="text-align: center;">4</td> <td style="text-align: center;">3</td> <td style="text-align: center;">2</td> <td style="text-align: center;">1</td> </tr> </tbody> </table>	Clear & Professional			No obvious closure		5	4	3	2	1
Clear & Professional			No obvious closure								
5	4	3	2	1							

59. Comments - Closure (please note tape reference No's of good/ bad practice) :

60. PACE
 Did the interviewer by act or ommision breach s76 or s78 of PACE 1984 Yes/No

61. Overall interview assessment

High Skilled Satisfactory Adequate Needs Training

Suspect Rating Scale Instructions and definitions.

The following information provides guidance for rating- interviews with suspects using the PEACE evaluation rating scale. Definitions for a number of the items are also provided for your help.

Whilst the rating scale asks for information in a chronological order, it may well be necessary to answer some of the questions (e.g. planning and preparation) at the end of listening to the interview.

When there are more than one interviewer there are a number of options available to you: if the interviewers are equally contributing to the interview, then consider completing two rating forms one for each interviewer. However, if there is a clear primary interviewer then focus on this interviewer and there is space available for comments re. second and third interviewer (e.-. section 46-5'0 and the comments boxes provided).

Rating scale items, definitions:

5. This item relates to the overall outcome of the interview and the most appropriate outcome should be chosen (Note: We are not trying to identify whether skilful interviewing changes an individual's stance).

No comment: refused to answer questions or gave replies such as 'no comment' or remained silent.

Denied: consistently denied the offence in question

Partial admission: gave a partial admission to the offence

Confession: just 'I did it' and little detail

Comprehensive account: confession and good detailed account of what happened.

16. Explains fully and clearly in simple terms the reasons for being, arrested.
17. Explains fully and clearly in simple terms the purpose(s) of the interview
18. Provides clear explanations regarding; note-taking, exhibits and roles (e.g., co-interviewer). Also, provides clear and logical route map (i.e. outline of interview progression).
19. Were any significant statements or silence put - we can not know whether they should have been. If they are put in the wrong place (e.g. after the interview starts) then note this in

20. Explicitly states that the interview is an opportunity to give their account, and the interview is a search for the truth.
21. Evidence of rapport building - this may be one for the end of the interview: has the interviewer created the appropriate interview environment, interviewee /interviewer relationship: co-operation, was the interviewee asked their preferred form of address, etc.
23. Evidence of explicitly asking the interviewee for their first account, and allowing the interviewee to give this, without any interruptions.
24. Evidence of appropriate selection of topics from the interviewee's first account (and route map).
25. Has the interviewer dealt with resistance (e.g. hostility, no comment, monosyllabic answers etc.) in an appropriate manner (e.g. by maintaining, calm).
26. Does the interviewer move from one topic to another in a logical structured manner.
27. This again is an item that you may want to come back to after completion of sections 46-50. Does the interviewer use predominantly open questions, which are easily understood and more closed probing questions when necessary (e.g., clarification, searching for more specific details).
28. Does the interviewer maintain focus on the offence in question.
29. Evidence of appropriate summarising, linking and introduction of topics.
30. Were all the points to prove the offence under interview dealt with appropriately, and in enough detail.
31. Did the interviewer appropriately explore the suspect's motive for committing the offence
32. Did the interviewer challenge, at an appropriate time, inconsistencies in the suspect's account.
36. Did the interviewer explore and probe the suspect's account to attain O'reater detail.
37. Could you identify what components of conversation management has been used (in 45.) such as; gained full account, exploration and probing of detail etc..

38. Again if appropriate what components of the cognitive interview were present (put in 45.)
39. Appropriate use of pauses and silences (definition = over a second in length) by the interviewer (i.e. not in an oppressive manner).
40. The interviewer demonstrated confidence in dealing with the interview process.
41. Has the interviewer demonstrated that they have an open-mind, by for example, probing 'new' detail, allowed the interviewee to talk freely, not interrupted, taken on board disconfirmatory information etc..
42. Has the interviewer dealt with unexpected questions, issues raised, adapted easily to 'new' information, been flexible with the structure of the interview etc..
43. Has the interviewer demonstrated clear appropriate speech, spoken to the interviewee at the appropriate level, asked, clear, succinct and relevant questions, etc.
44. Has the interviewer shown active listening (although we do not have non-verbal forms, e.-. head nods) b-,- for example, giving accurate summaries, used guggles ('uhum'), identified vagueness and inconsistencies as the interview progresses etc..
- 46.-53. For each of these items count the number of each and total at the end of the interview.
58. Has the interviewer summarised the interview effectively, explained processes clearly, thanked the interviewee, and remained polite regardless of the outcome of the interview.
60. Unfairness or promises by the interviewer that would void the interview under s76 or s78 of PACE.

Interviewing Witnesses - Rating Scale

Interview Ref No:

Rater:

Background

1. Interview Length: length____min	1a until statement writing_____mins	1b Complete interview	
2. Interviewer:			
Number present:	2a 1Male/Female	2b 2 Male/Female	2c 3 Male/Female
2d Primary Interviewer:	1 2 3 (please circle)		
3. Interviewee:	Witness/ Victim		
3a. Gender:	Male/ Female		
3b. Age:	Juvenile/ Adult		
4. Other Persons present:		Explained role	
4a Solicitor	Yes/No	4e	Yes/No
4b Appropriate adult	Yes/No	4f	Yes/No
4c Social worker	Yes/No	4g	Yes/No
4d Other(specify)	Yes/No	4h	Yes/No
5. Overall Interview Outcome: (please circle one)	Brief account/ Partial account/ comprehensive account		

To what extent did the interviewer include the following interviewing behaviours? For each item circle the appropriate point on the scale and add any comments you feel are necessary.

Planning and Preparation

6. Planning and Preparation

Demonstrates planning and preparation, good knowledge of case, prepared exhibits etc

Poor planning and preparation such as shuffling papers, case details unknown, etc

5	4	3	2	1
---	---	---	---	---

6a. Comments: (please not tape counter reference of good/ bad practice):

Interviewing Witnesses - Rating Scale

Engage and Explain

<p>7. Provides (Circle those items provided)</p> <p>8. Introduce self</p> <p>9. Identification of all persons present</p> <p>17. Explains interview purpose</p> <p>18. Provides details of routine and route map</p> <p>20. Explains interview is an opportunity to give their account</p> <p>21. Evidence of Rapport Building</p>	<p>Date / Time / Location</p> <p>Clear & Professional Not introduced</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p style="text-align: center;">Yes/ No</p> <p>Clear & Professional Not explained</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Clear & Professional Not given</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Clear & Professional Not given</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Excellent No rapport attempted</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table>	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1
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22. Comments - Engage and Explain:

Account

Overview																	
<p>23. Encourages interviewee to give an uninterrupted account</p> <p>24. Development of topics</p> <p>25. Dealing with difficulty</p>	<p>Frequently Never</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Apparent Not apparent</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> </tr> </table> <p>Maintains interview Flustered/ Early Close</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>5</td> <td>4</td> <td>3</td> <td>2</td> <td>1</td> <td>N/A</td> </tr> </table>	5	4	3	2	1	5	4	3	2	1	5	4	3	2	1	N/A
5	4	3	2	1													
5	4	3	2	1													
5	4	3	2	1	N/A												

Interviewing Witnesses - Rating Scale

Account

26. Appropriate Structure/ witness led sequencing	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%; text-align: center;">Always</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">Never</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">5</td> <td style="border: 1px solid black; text-align: center;">4</td> <td style="border: 1px solid black; text-align: center;">3</td> <td style="border: 1px solid black; text-align: center;">2</td> <td style="border: 1px solid black; text-align: center;">1</td> </tr> </table>	Always				Never	5	4	3	2	1	
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29. Summaries and links	<table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; text-align: center;">5</td> <td style="border: 1px solid black; text-align: center;">4</td> <td style="border: 1px solid black; text-align: center;">3</td> <td style="border: 1px solid black; text-align: center;">2</td> <td style="border: 1px solid black; text-align: center;">1</td> </tr> </table>	5	4	3	2	1						
5	4	3	2	1								
•29a Uses interviewee's words/language	<table style="width: 100%; border: none;"> <tr> <td style="border: 1px solid black; text-align: center;">5</td> <td style="border: 1px solid black; text-align: center;">4</td> <td style="border: 1px solid black; text-align: center;">3</td> <td style="border: 1px solid black; text-align: center;">2</td> <td style="border: 1px solid black; text-align: center;">1</td> </tr> </table>	5	4	3	2	1						
5	4	3	2	1								
30. Covers points to prove	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%; text-align: center;">All points</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">None</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">5</td> <td style="border: 1px solid black; text-align: center;">4</td> <td style="border: 1px solid black; text-align: center;">3</td> <td style="border: 1px solid black; text-align: center;">2</td> <td style="border: 1px solid black; text-align: center;">1</td> </tr> </table>	All points				None	5	4	3	2	1	
All points				None								
5	4	3	2	1								
31. Clarification	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%; text-align: center;">Problem solving</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">Confrontational</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">5</td> <td style="border: 1px solid black; text-align: center;">4</td> <td style="border: 1px solid black; text-align: center;">3</td> <td style="border: 1px solid black; text-align: center;">2</td> <td style="border: 1px solid black; text-align: center;">1</td> <td style="border: 1px solid black; text-align: center;">N/A</td> </tr> </table>	Problem solving				Confrontational	5	4	3	2	1	N/A
Problem solving				Confrontational								
5	4	3	2	1	N/A							
32. Exploration of information	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%; text-align: center;">Apparent</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">Not apparent</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">5</td> <td style="border: 1px solid black; text-align: center;">4</td> <td style="border: 1px solid black; text-align: center;">3</td> <td style="border: 1px solid black; text-align: center;">2</td> <td style="border: 1px solid black; text-align: center;">1</td> </tr> </table>	Apparent				Not apparent	5	4	3	2	1	
Apparent				Not apparent								
5	4	3	2	1								
37. Evidence of Conversation Management	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%; text-align: center;">Apparent</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">Not apparent</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">5</td> <td style="border: 1px solid black; text-align: center;">4</td> <td style="border: 1px solid black; text-align: center;">3</td> <td style="border: 1px solid black; text-align: center;">2</td> <td style="border: 1px solid black; text-align: center;">1</td> </tr> </table>	Apparent				Not apparent	5	4	3	2	1	
Apparent				Not apparent								
5	4	3	2	1								
38. Evidence of Cognitive interview (overview)	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%; text-align: center;">Apparent</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">Not apparent</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">5</td> <td style="border: 1px solid black; text-align: center;">4</td> <td style="border: 1px solid black; text-align: center;">3</td> <td style="border: 1px solid black; text-align: center;">2</td> <td style="border: 1px solid black; text-align: center;">1</td> </tr> </table>	Apparent				Not apparent	5	4	3	2	1	
Apparent				Not apparent								
5	4	3	2	1								
•39. Use of pauses and silence	<table style="width: 100%; border: none;"> <tr> <td style="width: 20%; text-align: center;">Apparent</td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%;"></td> <td style="width: 20%; text-align: center;">Not apparent</td> </tr> <tr> <td style="border: 1px solid black; text-align: center;">5</td> <td style="border: 1px solid black; text-align: center;">4</td> <td style="border: 1px solid black; text-align: center;">3</td> <td style="border: 1px solid black; text-align: center;">2</td> <td style="border: 1px solid black; text-align: center;">1</td> </tr> </table>	Apparent				Not apparent	5	4	3	2	1	
Apparent				Not apparent								
5	4	3	2	1								

45. Comments – Account (please note tape reference No's of good/ bad practice):

Interviewing Witnesses - Rating Scale

Use of CI component instructions

38a. Recall everything/ give as much detail as possible	Clearly given Not apparent					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		
38b. Give witness Control of information flow	Clearly given Not apparent					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		
38c. Re-instate context	Clearly given Not apparent					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		
•38d. Witness Compatible questions	Always Not apparent					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		
38e. Use of imaging	Always Not apparent					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		
38f. Encourage to concentrate	Frequently Not apparent					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		
38g. Use of change order	Always Not apparent					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		
38h. Use of Change of perspective	Clearly given Not apparent					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		

Interviewer Characteristics

To what extent did the interviewer demonstrate the following behaviour

40. Self confidence	Clear & confident Nervous & unsure					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		
41. Open mind	listens to and explores explanation persists with own view					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		
42. Flexibility	Responds to new information persists with own view					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		
43. Communication skills	Clear appropriate speech Complex/ unclear speech					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		
44. Active listening	Always Never					
	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 20%; text-align: center;">5</td> <td style="width: 20%; text-align: center;">4</td> <td style="width: 20%; text-align: center;">3</td> <td style="width: 20%; text-align: center;">2</td> <td style="width: 20%; text-align: center;">1</td> </tr> </table>	5	4	3	2	1
5	4	3	2	1		

Interviewing Witnesses - Rating Scale

Questioning Skills (mark each instance eg IIII)

	Interviewer1	Interviewer2
•46. Open ended questions		
•47. Leading questions		
•48a. Closed questions: Appropriate		
•48b Inappropriate		
49. Multiple questions		
50. Long/ Complex questions		
51. Statements		
•51a. Extensions/ clarifications		
52. Overtalking		
53. Inappropriate interruptions		

Eyewitness data

72. Was the use of ADVOKATE appropriate? Yes/ No	
To what extent had the guidance of R v Turnbull been explored	
73. Amount of time under observation	Comprehensive None
	5 4 3 2 1
74. Visibility	Comprehensive None
	5 4 3 2 1
75. Distance	Comprehensive None
	5 4 3 2 1
76. Obstruction	Comprehensive None
	5 4 3 2 1
77. Known or seen before	Comprehensive None
	5 4 3 2 1
78. Any reason to remember	Comprehensive None
	5 4 3 2 1
79 Time lapse	Comprehensive None
	5 4 3 2 1
80. Error or material discrepancy	Comprehensive None
	5 4 3 2 1

Interviewing Witnesses - Rating Scale

Closure

54. Summarises Interview	Comprehensive						None
		5	4	3	2	1	
55. Invites interviewee to Add/Alter or Correct						Yes/No	
70. Provides details of how to give more information						Yes/No	
71. Explains what happens next	Comprehensive						None
		5	4	3	2	1	
57. Records (please circle):						57a. Date & 57b. Time	
58. Overview of Closure	Clear & Professional						No obvious closure
		5	4	3	2	1	

61. Overall interview assessment				
High	Skilled	Satisfactory	Adequate	Needs Training

Witness Rating Scale Instructions and definitions.

The following information provides guidance for rating interviews with witnesses using the PEACE evaluation rating scale. Definitions for a number of the items are also provided for your help.

Whilst the rating scale asks for information in a chronological order, it may well be necessary to answer some of the questions (e.g. planning and preparation) at the end of listening to the interview.

When there are more than one interviewer there are a number of options available to you: if the interviewers are equally contributing to the interview, then consider completing two rating forms one for each interviewer. However, if there is a clear primary interviewer then focus on this interviewer and there is space available for comments re. second and third interviewer (e.g. section 46-53 and the comments boxes provided).

Rating scale items, definitions:

5. This item relates to the overall outcome of the interview and the most appropriate outcome should be chosen (Note: We are not trying to identify whether s@ interviewing changes an individual's stance).

General overview: brief account given by the interviewee.
Overview with some detail: partial account with limited explanation given by the interviewee
Comprehensive account: extensive account and the interviewer explores information elicited from the interviewee in-depth.

17. Explains fully and clearly in simple terms the purpose(s) of the interview.
18. Provides clear explanations regarding; note-taking, and roles. Also, provides clear and logical route map (i.e. outline of interview progression).
20. Explicitly states that the interview is an opportunity for the interviewee to give their account, and the interview is a search for the truth, e.g. transfers the control of the interview to the interviewee.

21. Evidence of rapport building - this may be one for the end of the interview: has the interviewer created the appropriate interview environment, interviewee/ interviewer relationship: co-operation, was the interviewee asked their preferred form of address, has the interviewee's needs been assessed and catered **for**, etc..
23. Evidence of explicitly asking the interviewee for their first account, and allowing the interviewee to give this, without any interruptions.
24. Evidence of appropriate selection of topics from the interviewee's first account (and route map), develops themes appropriately and asks witness compatible questions: i.e. the sequence of questions are asked according to the interviewee's mental representation of the event (order given by interviewee in first account) and no topic hopping.
25. Has the interviewer dealt with resistance (e.g. hostility, no comment, monosyllabic answers etc.) in an appropriate manner (e.g. by maintaining calm).
26. Does the interviewer move from one topic to another in a logical structured manner.
27. This again is an item that you may want to come back to after completion of sections 46-50. Does the interviewer use predominantly open questions, which are easily understood and closed probing questions when necessary (e.g. clarification, searching for more specific details).
28. Does the interviewer maintain focus on the offence(s) in question.
29. Evidence of appropriate summarising, linking and introduction of topics.
30. Were all the points to prove the offence being investigated dealt with appropriately and in enough detail.
32. Did the interviewer clarify, at an appropriate time, inconsistencies, vagueness in the witness's account.
36. Did the interviewer explore and probe the witness's **account** to attain greater detail.
37. Could you identify what components of conversation management has been used (note in 45.) such as; gained full account, exploration and probing of detail etc..

38. Again if appropriate was the cognitive interview present (note in 45.)
- 38.d. See definition 24. above.
- 38.e. This is similar to context reinstatement but for specific detail, where the interviewer asks the interviewee to picture e.g. the perpetrator and then activates, an image (using context reinstatement) of the perpetrator and probes the image.
- 38.f. Change perspective is shift in position to another person (not shift in senses).
39. Appropriate use of pauses and silences (definition = over a second in length) by the interviewer (i.e. not in an oppressive manner).
40. The interviewer demonstrated confidence in dealing with the interview process.
41. Has the interviewer demonstrated that they have an open-mind, by for example, probing 'new' detail, allowed the interviewee to talk freely, not interrupted taken on board disconfirmatory information etc..
42. Has the interviewer dealt with unexpected questions, issues raised, adapted easily to 'new' information, been flexible with the structure of the interview etc..
43. Has the interviewer demonstrated clear appropriate speech, spoken to the interviewee at the appropriate level, asked, clear, succinct and relevant questions, etc.
44. Has the interviewer shown active listening (although we do not have nonverbal forms, e.g. head nods) by for example, giving accurate summaries, used guggles / phatics ('uhum'), identified vagueness and inconsistencies as the interview progresses etc..
- 46.-53. For each of these items count the number of each and total at the end of the interview.
58. Has the interviewer summarised the interview effectively, explained processes clearly, thanked the interviewee, and remained polite regardless of the outcome of the interview.
60. Unfairness or promises by the interviewer that would void the interview under s76 or s78 of PACE.'

Practitioners

Gender

Length of Service

Role

Time in role

Force

How long PEACE trained and where?

e.g in force or recruit training centre

Have you had any additional training?

Refresher, specialist etc

What do you think are the good points for PEACE interviewing and what could be improved upon?

What encouragement have you had to use PEACE since your training

What affects your decision to use or not use PEACE

Is your use of PEACE different for victims/ witnesses and suspects – in what way?

Bring out specific use of techniques

Have³ you had interviews assessed by a supervisor – what happened

Bring out frequency, usefulness, whether there is a force policy

Supervisors

Gender
Length of Service
Rank/ Role
Time in role
Force

What do you think are the good points for PEACE interviewing and what could be improved upon?
Bring out whether PEACE trained!

What affects your decision to use or not use PEACE?

What do you do to encourage your staff to use PEACE?
Bring out difference between general and when staff attend course

How do you supervise the interviewing conducted by your staff
Bring out policy, supervision training, frequency and usefulness

What affects/ influences whether you carryout supervision of interviews

How do you address any developmental needs of your staff?

Trainers

Gender

Length of Service

Role

Time in role

Force

PEACE trained Yes/ No

What are the good aspects of PEACE training and what areas could be improved

What do you do to support the use of PEACE in the workplace?
(before, during and after training)

What affects officers decisions to use PEACE in the workplace?

Have you yourself used PEACE operationally?
If yes pros and cons from own perspective not students

Managers

Gender
Length of Service
Rank/ Role
Time in role
Force
PEACE trained Yes/ No

How important is structured and competent interviewing for achieving the objects of your unit
Bring out whether there is any monetary cost

Is there a force policy on the interviewing protocol officers should use and how this is supervised

What structure's/ procedures are in place in your unit to encourage officers to use PEACE interviewing techniques

What structure's/ procedures are in place in your unit to encourage supervisors to assess and develop the interviewing techniques of their staff?

Draft

Behaviourally Anchored Rating Scale

For the

Supervision

Of

Investigative Interviews

Assessor/ Force

Tape Reference

Introduction and Background

This document is a Behaviourally Anchored Rating Scale (BARS) for the assessment of investigative interviews. It was developed after consultation with representatives from police forces across Britain, in order to address the need for an assessment tool that will provide a consistent evaluation of interviews. Consistency using this scale will be achieved by providing **example behaviours** that you might expect to see during an interview. These are then anchored to a specific point on the scale, thus indicating their worth. The exact point on the scale that each behaviour occupies was arrived at mathematically.

This BARS is an assessment tool for investigative interviews and therefore does not follow the format of the PEACE model. The reason for this is that the PEACE model of interviewing is very good at providing a framework for investigative interviews however, during assessment of an interview many behaviours can be found in several elements of the model.

About the scale

At first sight the size of the rating scale may seem enormous and therefore impractical to administer within a busy schedule. In fact there are only twelve areas or dimensions to be assessed (the original supervisors check list typically has over 40 items to assess). The bulk of the information consists of example behaviours to help you conduct the assessment. **It is important to remember that the behaviours provided in the BARS are only examples** and not an exhaustive list.

For example in the dimension 'Introduction – legal requirements' other behaviours might include:

1. Complies with Codes of Practice in relation to tape recording,
2. Complies with Codes of Practice in relation to significant statements.

Similarly where there are more than one behaviour within a box it does not mean that all of the behaviours need to be present to attract a score at that level. In the dimension 'Introduction to the interview' there are two example behaviours at 2 on the scale:

1. Does not explain purpose of the interview,
2. No explanation of the format of the interview

It is not necessary for both of these behaviours to be present when giving a score at this level.

In fact the final score for each dimension should be cumulative: that is to obtain a high score the interviewer should demonstrate a number of positive behaviours above the mid point. Where he/ she doesn't do so and the behaviours are grouped towards the lower end of the scale, then a lower score will be awarded. However, it should be noted that not all of the behaviours described will be present or necessary for every interview. Whatever score is given, you must provide evidence in the form of examples from the interview to support their assessment. It is only in this way that the score can be justified and more importantly you can provide feedback with supporting evidence.

Advice/ Good Practice

Before starting any assessment it is strongly recommended that you read through the BARS at least once to familiarise yourself with the 11 dimensions and their example behaviours. This makes the scale far easier to use. When you come to assessing the interview notes can either be made in the evidence column as you work through the interview or, on a separate piece of paper and transferred to the scale later.

Two dimensions have been left out of this BARS as they can not be assessed by listening to the recording of the interview: Planning and Preparation and Record Matching (checking the audio recording against written summary or transcript). It is always good practice to check the case papers for an interview plan prior to assessing an interview as this will provide information about the purpose of the interview and the planned interview structure. Similarly, having listened to the interview it is a good idea to read the written summary or transcript to ensure that it clearly reflects what took place during the interview.

Introduction – legal requirements

Example behaviours

Provides a full explanation of interviewee's entitlement to free legal advice
Delivers caution with a clear and accurate explanation

Clearly explains each element of free legal advice

Basic explanation of the caution

Introduces significant statements appropriately

Complies with Codes of Practice but does not explain them

Rushes introduction and fails to check interviewee's comprehension of the information provided

Does not identify or explain the roles of all persons present in the interview
Does not mention access to tape(s)

Does not provide a full explanation of their entitlement to free legal advice
Does not deliver caution or,
Delivers an inaccurate explanation of the caution

Scale

7

6

5

4

3

2

1

Evidence

Tape/ Time Ref

Score:

Introduction of the interview

Example behaviours

Provides a full explanation of interviewee's entitlement to free legal advice
Delivers caution with a clear and accurate explanation

Clearly explains each element of free legal advice

Basic explanation of the caution

Introduces significant statements appropriately

Complies with Codes of Practice but does not explain them

Rushes introduction and fails to check interviewee's comprehension of the information provided

Does not identify or explain the roles of all persons present in the interview
Does not mention access to tape[s]

Does not provide a full explanation of their entitlement to free legal advice
Does not deliver caution or,
Delivers an inaccurate explanation of the caution

Scale

7

6

5

4

3

2

1

Evidence

Tape/ Time Ref

Score:

Questioning

Example behaviours

Scale

Evidence

Detailed examination of topics, obtaining relevant information	7	<p>Tape/ Time Ref</p> <p>Score:</p>
Adapts questioning style in accordance with responses from interviewee and additional information	6	
Uses part of the information provided by the interviewee to formulate next question e.g. echoing	5	
Majority of questions relevant and focused on the investigation	4	
Limited use of open questions	3	
First questions are unclear Superficial exploration of the interviewee's account of the incident or offence Uses closed questions instead of open questions	2	
Questioning is superficial and shallow Uses some leading/ multiple/ biased questions Predominantly uses closed questions Uses questions which are not relevant to the topic	1	
Predominantly uses leading/ multiple/ biased questions		
Does not use any open questions or uses imaginary questions e.g. Put yourself in the position.....		

Listening skills

Example behaviours

Scale

Evidence

Allows interviewee to respond freely to questions without interruption Summarises accurately	7
Encourages the interviewee to make multiple attempts at recall	6
Topics are examined in a structured sequential manner	5
Recognises inaccuracies and vagueness in the account given by the interviewee and questions appropriately	4
Obtains a limited account from the interviewee	3
Usually gives interviewee opportunity to answer questions without interruption	2
Does not summarise at appropriate point Does not recognise the value of interviewee's responses to develop new questions	1
Does not recognise or ignores when the interviewee provides evasive answers Does not recognise that the interviewee has provided answers to the same question repeatedly	
Inaccurately summarises information provided by interviewee Does not recognise inaccuracies and vagueness in the account given by the interviewee	
Interrupts the interviewee consistently whilst he/ she is talking Ignores responses provided by interviewee	

Tape/ Time Ref	
Score:	

Knowledge of incident/ offence and the points to prove

Example behaviours

Scale

Evidence

Does not need to refer to notes and demonstrates a thorough knowledge of the scene where the incident/ offence took place

7

Questioning fully covers all points to prove and possible lines of defence

6

5

Occasional references to case notes and statements

4

Shows only a superficial knowledge and understanding of incident/ offence and the scene e.g. continually refers to notes and statements
Has only a superficial knowledge of points to prove and possible lines of defence

3

2

Has a limited knowledge and/ or understanding of the incident/ offence
Does not demonstrate through questioning any knowledge or understanding of the scene of the incident/ offence
Questioning does not cover points to prove or all possible lines of defence

1

Tape/ Time Ref

Score:

Procedural knowledge

Example behaviours

Uses special warnings correctly
Conforms to R v Turnbull advice when appropriate

Demonstrates a full knowledge of the Codes of Practice

Shows only a basic knowledge of the Codes of Practice

Uncertainty or minor inaccuracies when using special warnings or significant statements/ silence

Superficial compliance with the Codes of Practice

Uses special warning incorrectly
No consideration of the advice from R v Turnbull e.g. ADVOKATF

Contravenes or breaches the Codes of Practice thereby demonstrating little knowledge of the Codes of Practice

Scale

7
6
5
4
3
2
1

Evidence

Tape/ Time Ref
Score:

Managing the interview and its participants

Example behaviours

Scale

Evidence

Example behaviours	Scale	Evidence
Remains calm and composed throughout the interview Closes the interview in accordance with the Codes of Practice	7	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; text-align: center;">Tape/ Time Ref</div> <div style="border: 1px solid black; padding: 5px; margin-top: 10px; text-align: center;">Score:</div>
Uses firm but non aggressive behaviour at appropriate times	6	
Challenges all inappropriate behaviour of others present [e.g. Solicitor, appropriate adult etc.]	5	
Inappropriate behaviour generally challenged and dealt with politely and firmly	4	
Occasionally deals with conflict in a firm manner Occasionally responds to active defence in an appropriate manner Provides a limited response to changing demands/ situation	3	
Challenges inappropriate behaviour at the wrong time during the interview Does not respond or responds inappropriately to changing demands/ situation	2	
Fails to challenge inappropriate behaviour of the persons present in the interview room	1	
Does not respond to active defence appropriately	1	
Uses a raised voice or aggression in response to changing demands/ situation of the interview	1	

Challenging

Example behaviours

Based upon the interviewee's account identifies all inconsistencies and challenges with specific evidence

Scale

7

6

5

4

3

2

1

Challenges most inconsistencies appropriately

Occasionally challenges the interview at appropriate times

Challenges the interviewee at an inappropriate time during the interview

Challenges the interviewee too early in the interview
Does not challenge the interviewee when it is clearly required

Does not challenge inaccuracies and vagueness in the account given by the interviewee

Challenges the interviewee in an inappropriate manner
e.g. enters into conflict

Evidence

Tape/ Time Ref

Score:

Closing the interview

Example behaviours

Provides the opportunity and time for the interviewee to correct, alter or add to their account
Provides details of their right to a copy of the tape

Finishes interview on a positive note to encourage future co-operation

Complies with the Codes of Practice in an informal style when closing the interview

Does not explain what will happen after the interview

Does not comply with the Codes of Practice when closing the interview
Abruptly ends the interview
Does not provide explanation of right to a copy of the tape

Scale

7

6

5

4

3

2

1

Evidence

Tape/ Time Ref

Score:

Fairness

Example behaviours

Scale

Evidence

	7	
Explains procedures and checks understanding throughout the interview	6	
	5	
Maintains impartiality/ fairness regardless of race or gender by: not using racist or sexist language not relying on racist or sexist stereotypes	4	
Occasionally explains procedures and checks understanding during the interview	3	
	2	
Demonstrates poor knowledge of Section 76 and 78 PACE by being unfair or oppressive Misrepresents information Leads the interviewee e.g. provides explanation for actions or event Misrepresents offences e.g. minimises maximises its seriousness	1	
Holds a preconceived assumption of guilt Refuses to allow other present to speak		

Tape/ Time Ref

Score:

Interviewer style

Example behaviours

Avoids use of technical jargon and concentrates on matters relevant to the investigations

Confident and enthusiastic approach throughout interview

Adopts varying intonation and inflection

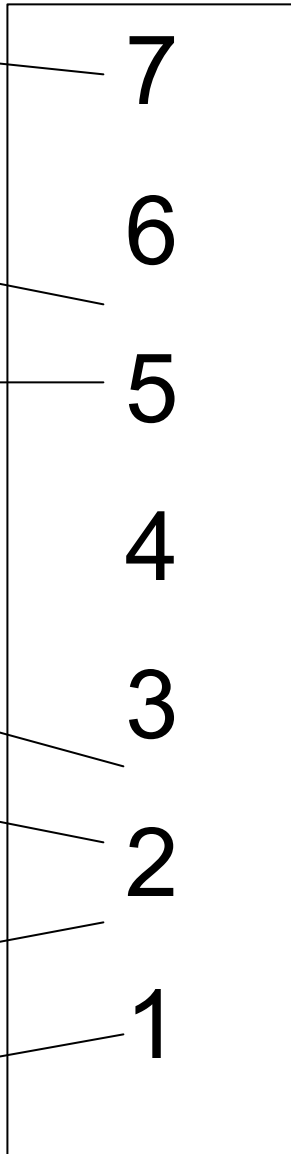
Too formal or informal in approach to the interview

Interviewer uses technical jargon
Interviewer uses a monotone and stilted delivery style

Interviewer loses concentration within the interview e.g. frequent requests for repetition or, conducts interview in an uninterested manner

Interviewer adopts a defeatist attitude to the interview process e.g. giving up when interviewee refuses to answer questions

Scale



Evidence

A large empty rectangular box for recording evidence. On the right side, there is a smaller box labeled "Tape/ Time Ref" and a box at the bottom labeled "Score:".

Investigative Interviewing - Check List

DEVELOPING INTERVIEWING SKILLS

Tape Reference Number:

Interviewer(s) Name:

Rank:

Station:

Name:

Rank:

Station:

Written Record of Interview Checked?

YES / NO

Officer Completing Form

Date Interview Evaluated:

Date Feedback Given:

Review Date:

Instructions on completion

Complete this page of the document. Listen to the tape as many times as you like and place a tick in the appropriate boxes 1- 44

During your feedback session you should be in a position to evidence both the positive and negative aspects of the interview. Where appropriate you should record examples of such in the evidence box provided. It will assist you if you quote the box number and the tape time for reference.

The last page is set aside for you too plan your feedback session and to develop an agreed action plan with the officer.

The plan should be reviewed as agreed to check progress.

PREPARATION & PLANNING

Was there observable behaviour that indicated the interviewer:

	Yes	No	Not Observable	EVIDENCE
Understood why the interview was necessary?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 1	
Had clearly defined objectives?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 2	
Understood the offence knew the points to prove defences/mitigation?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 3	
Had analysed available evidence?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 4	
Had prepared & handled proficiently, support materials eg. tapes, forms exhibits etc?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 5	
Plan of interview form completed?	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 6	

ACCOUNT

Interview Techniques

(as appropriate)

Yes

No

EVIDENCE

Makes full use of engage and explain

23

Reinstates context

24

Obtains appropriate number of recalls

25

Probes sufficiently

26

Reviews information

27

Obtained a thorough suspect agenda

28

Explores fully information obtained from suspect agenda

29

Deals thoroughly with Police agenda

30

Explores fully information obtained from Police agenda

31

Appropriately challenges, inconsistencies, ambiguities, omissions, lies

32

N/A

Has motivation been explored

33

Covers points to prove

34

Arrests for further offences disclosed

35

Caution after break-in interview

36

Appropriately administers special warning

37

ACCOUNT *(Continued)*

Interview Techniques *(Continued)*

1. Good - consistently demonstrated skills to a good standard
2. Satisfactory - meets the basic skill requirements
3. Below satisfactory - shows a lack of ability to satisfactorily display skills

	1	2	3	
Questioning skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	38
Listening Skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	39
Overall Style	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	40

EVIDENCE

CLOSURE

	Yes	No	N/A	
Summarises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	41
Invites suspect to add/clarify anything	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	42
Issues notice re access to tapes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	43
Records time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	44

EVALUATE

What did the interviewer do best?

In what area(s) can the interviewer improve?

Agreed Action Plan:

It should be challenging, attainable and measurable. In setting this plan there must be a brief outline of how and when the plan is to be achieved. It can be in terms of training, supervision, personal actions, education or any other attainable and measurable activity.

We agreed the above action plan on:

Signature of Interviewer 2nd Interviewer

Signature of Supervisor

Review date (agreed on action plan):

Comments by officer and supervisor.

What progress has been made towards the action plan?